Ensuring Equitable Access to Excellent Educators

Rhode Island's Equity Plan

June 1, 2015

Rhode Island Department of Education

Contact:
Mary-Ann Snider
Director of Educator Excellence and Instructional Effectiveness
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903
maryann.snider@ride.ri.gov

Executive Summary

Rhode Island is committed to ensuring "that high-quality education is available to all public school students, regardless of where they reside or which school they attend".[1] All students deserve high quality, developmentally-appropriate, and engaging instruction that prepares them for colleges and careers. Central to ensuring equitable education and outcomes is ensuring equitable access to excellent teachers and support professionals supported by excellent leaders.

Rhode Island recognizes that educators are our state's critical resource in education. Recent efforts reflect an ongoing and unwavering commitment to ensuring access to excellent educators through creation and revision of talent management policies and allocation of resources to support continued, career-long professional learning. That said, our work is not done.

In order to serve our students better, we need to ensure that all students have access to excellent educators. This plan identifies current inequities that exist and details steps the Rhode Island Department of Education (RIDE) will take in concert with LEAs to ensure that students in high poverty and high minority schools are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. Given the research that underscores the importance of leaders, this plan also includes the specific steps the SEA will take to ensure that students in high poverty and high minority schools are not disproportionally attending schools led by inexperienced or unqualified principals. This plan also aims to align whenever possible with our soon-to-be released 2020 Strategic Plan.

Our plan centers on and is guided by our state's theory of action, which focuses on implementing a coherent and comprehensive approach to managing educator talent. This approach must address all aspects of talent management: preparation, certification, recruitment and hiring, mentoring and induction, professional learning, educator evaluation, educator environment, and compensation. Recognizing that this work will take time, we believe in taking a three-pronged approach to equity, as shown in Figure 1.

Figure 1- Rhode Island's Approach to Equity Plan Work

This plan's success will depend on the investment and engagement of multiple stakeholders, including LEA leaders, school leaders, teachers, parents, and educator preparation programs. Therefore, during the plan development process, RIDE engaged multiple stakeholder groups in identification of equity gaps, brainstorming of root causes, and development of strategies.

[1] Rhode Island Board of Regents for Elementary and Secondary Education, 2009

Moving forward, RIDE will continue to involve stakeholders in the refinement and implementation of the state's equity plan through additional meetings and ongoing two-way feedback loops. In addition, RIDE will work with highest minority and highest poverty schools and LEAs to gain their support for this work and identify a set of LEA and charter school partners to receive targeted support.

For the purposes of this plan, RIDE, with input from stakeholders, defined the following key terms to guide data analysis: inexperienced teacher and support professional, inexperienced leader, unqualified teacher and support professional, and out of field teachers and support professionals. Review of state-level data found the following:

- Highest poverty and highest minority schools are more likely to have inexperienced teachers, support professionals, and leaders.
- When looking at data disaggregated by school level (elementary, middle, high), middle schools have greater percentages of inexperienced teachers, support professionals, and leaders compared to elementary and high schools.
- When looking at data disaggregated by school level (elementary, middle, high), high poverty elementary schools are more likely to have inexperienced teachers, support professionals, and leaders than low poverty schools.

RIDE recognizes current limitations of the data and is fully committed to improving data collection and reporting over time. By June 2016, RIDE will report not only on the metrics mentioned above but also on teacher turnover and long-term substitute use. Future analyses will also include full-time equivalent data. RIDE will also explore collecting teacher attendance and data on teaching and learning conditions in the future.

After reviewing state-level data, stakeholders engaged in root cause analyses and identified potential strategies that will address these root causes. The strategies listed below represent RIDE's current best thinking on these issues and are strategies to be considered. Because Rhode Island is in a transitional period and expects both new Commissioner to be confirmed and a new strategic plan to be adopted within the next few months, RIDE will reassess and adjust the list of strategies by February 2016. In the meantime, RIDE will begin implementing some priority strategies (shown below in **bold**.)

Table 1. Root Causes and Proposed Strategies

Root Cause	Strategies
Lack of specific preparation to work in high poverty and high minority schools	**Research best practice on practicum and student teaching/internship experiences and propose a policy change if appropriate.**
	Facilitate ongoing learning related to educator preparation standards.
	Continue to coordinate opportunities for LEAs and programs to meet and build partnerships.
	Conduct a focus group with principals to identify the characteristics and dispositions of effective middle school teachers in their schools.
	Facilitate development/adaptation of program completer and employer surveys and offer technical assistance grounded in data inquiry.

Root Cause	Strategies
Confusing/hard-to-meet certification requirements	**Increase understanding of new pathways and certificates.**
	As needed, provide certification support in highest poverty and highest minority schools.
	Offer information sessions for educators and potential candidates considering pursuing certificates in shortage areas.
Lack of a diverse cohort of educators and candidates	Serve as a thought partner to preparation providers and LEAs as they work to increase the diversity of the educator workforce.
Insufficient professional learning, induction, and coaching	**Facilitate cross-LEA collaboration related to assessing and improving cultural competency.**
	Continue providing job-embedded coaching related to educator evaluation through the principal partnership.
	Identify ways to improve LEA implementation of educator evaluation.
	Improve training on and support for building administrator evaluations.
	Convene professional organizations that prepare and support leaders to conduct a gap analysis of current offerings and supports.
	Convene principals and coordinate cross-LEA professional learning opportunities for school leaders in high minority and high poverty schools.
	Analyze disproportionality data and provide targeted supports as needed to schools with disproportionate representation of racial and ethnic groups in special education and related services.
	Work towards establishing a robust regional induction model for inexperienced educators, especially those working in highest minority and highest poverty schools.
	Support LEA self-assessment of financial allocation for professional learning and support.
Ineffective recruitment, hiring, and staff management practices	Help union and LEA leaders, including human resource directors, self-assess recruitment, hiring, staff management, and compensation policies and practices.
	Facilitate reviews of LEA-level equity data.
	Pursue data sharing agreement with retirement board.
	Collect data on the number of vacancies as of September 1st.
	Analyze long-term substitute data.
	Collect and analyze educator attendance data.
Unfavorable perceptions of high poverty and high minority schools Limited career paths and leadership opportunities Lack of competitive compensation	**Assemble a task force focused on elevating education professions.**
Poor working conditions and insufficient resources	Explore feasibility of administering a survey of teaching and learning conditions
	Help LEAs improve teaching and learning conditions.

RIDE will continuously monitor progress toward performance objectives and assess effectiveness of strategies in reducing equity gaps. RIDE will engage in ongoing data sharing and supports as well as regular engagement with stakeholder groups. In an effort to provide

transparency related to implementation of the equity plan, RIDE will use a web page, blog, and annual report to communicate ongoing results of implementation. Through the implementation of this plan and other current efforts, Rhode Island will improve talent management practices and reduce equity gaps, ultimately bringing us closer to our goal of education: to ensure that all of our graduates are ready for success in college and in challenging careers.

Introduction

Rhode Island is committed to ensuring "that high-quality education is available to all public school students, regardless of where they reside or which school they attend".[2] All students deserve high quality, developmentally-appropriate, and engaging instruction that prepares them for colleges and careers. Central to ensuring equitable education and outcomes is ensuring equitable access to excellent teachers and support professionals supported by excellent leaders.

Educators are our state's most critical resource in education. When asked what they value most in a pre-K public school, Rhode Islanders most commonly reported quality of teaching (80 percent of 8,808 responses).[3] Recent efforts reflect an ongoing and unwavering commitment to ensuring access to excellent educators through the creation and revision of talent management policies and allocation of resources to support continued, career-long professional learning. As part of Rhode Island's Strategic Plan 2010-2015, the Rhode Island Department of Education (RIDE) implemented more rigorous educator evaluations, opened alternative pathways into teaching, revised educator preparation program standards, linked educator certification to educator evaluations, revised certification standards, and provided induction to first-year teachers. RIDE has been recognized as a leader in this work.[4] That said, our work is not yet done.

Student outcomes have improved over the past five years. In 2014, the high school graduation rate was 81 percent, marking a 5.5-point improvement since 2009. Dropout rates for black students, Hispanic students, economically disadvantaged students, students with disabilities, and English learners have all fallen in the past five years.[5] Despite this progress, there is continued room for growth. A 2013 report found that the Latino-White achievement gaps in Rhode Island are among the 10 largest across states and that Latino student achievement in RI lags behind national averages for Latino students.[6] As shown in Table 2 and Figures 1 and 2, schoolwide percent proficient on state assessments is lower in schools with higher percentages of students eligible for free and reduced price lunch (FRL) compared to schools with lower eligibility rates, and schoolwide percent proficient on state assessments is lower in schools with higher percentages of minority students compared to schools with lower percentages of minority students.[7]

[2] Rhode Island Board of Regents for Elementary and Secondary Education, 2009

[3] Survey respondents could select up to three values. Survey respondents included students, parents, community members, grandparents, business people, and elected officials.

[4] For example, NCTQ recently recognized Rhode Island as a leader in developing well-prepared teachers in its 2014 Teacher Policy Yearbook. RIDE has also been featured on multiple Reform Support Network webinars and is frequently contacted by other state departments of education for guidance and resources.

[5] Rhode Island Department of Education, 2015

[6] Hughley, 2013

[7] Determined from 2013-14 Infoworks data

Table 2. School Percent Proficient on NECAP, by School Poverty Level and Minority Percentage

	NECAP Reading		NECAP Math	
	Range of School Percentages of Students Scoring Proficient	**Average School Percentage of Students Scoring Proficient**	**Range of School Percentages of Students Scoring Proficient**	**Average School Percentage of Students Scoring Proficient**
Highest poverty schools (N*s*=33)	**31% to 85%**	**51%**	**0% to 74%**	**33%**
Lowest poverty schools (N*s*=33)	79% to 98%	90%	53% to 90%	79%
Highest minority schools (N*s*=30)	**31% to 80%**	**52%**	**3% to 74%**	**29%**
Lowest minority schools (N*s*=35)	70% to 98%	86%	30% to 90%	69%

Figure 1. School Percent Proficient on NECAP, by Percentage of Students Eligible for Free and Reduced Price Lunch, 2013-14

Red = School Percent Proficient on NECAP Reading
Blue = School Percent Proficient on NECAP Mathematics

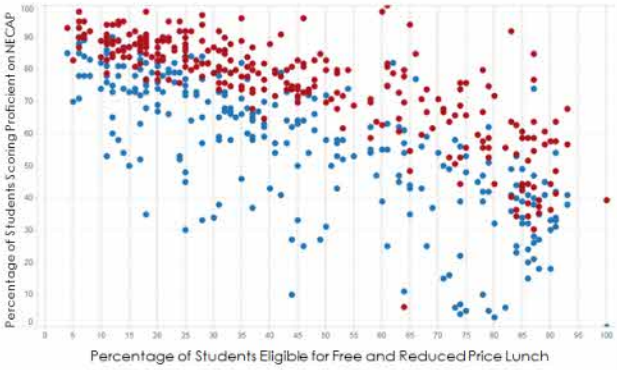
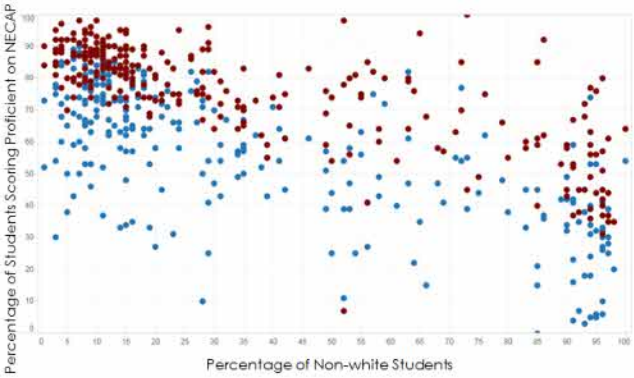


Figure 2. School Percent Proficient on NECAP, by Percentage of Nonwhite Students, 2013-14

Red = School Percent Proficient on NECAP Reading
Blue = School Percent Proficient on NECAP Mathematics



In order to serve our students better, we need to ensure that all students have access to excellent educators. This plan identifies current inequities that exist and outlines steps the Rhode Island Department of Education (RIDE) will take in concert with LEAs to ensure that students in high poverty and high minority schools are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. Given the research that underscores the importance of leaders, this plan also includes the specific steps the SEA will take to ensure that students in high poverty and high minority schools are not disproportionally attending schools led by inexperienced or unqualified principals.

At RIDE, we recognize that equitable access to teachers and leaders cannot be achieved through state action alone; ongoing collaboration and support within the larger educational community is essential. The strategies identified in this plan focus on improving communication and

collaboration between the state, local education agencies (LEAs), educator preparation providers, and the public. In addition, strategies include improving data collection and analysis as well providing LEAs and schools with the technical assistance and guidance they need to help them better utilize federal funding and improve current practices to strengthen their talent management systems.

This plan also aims to align whenever possible with our soon-to-be released 2020 Strategic Plan. Led by an Ambassador Design Team (ADT) of educators and community members, the strategic planning process has been iterative and ongoing. At the beginning of the process, more than 10,000 Rhode Island residents shared their values and priorities for education in Rhode Island through an online survey. Since then, the ADT has released multiple prototypes and sought additional feedback and input from the community through interviews, a Twitter education chat, and surveys. Whenever possible, our equity plan reflects the same values and priorities outlined in the strategic plan.

Theory of Action

Our plan centers on and is guided by our state's theory of action. When Rhode Island successfully implements a coherent and comprehensive approach to managing educator talent, then LEAs will be better able to recruit, retain, and develop excellent educators and therefore provide students with equitable access to excellent teachers and leaders. This approach must address all aspects of talent management: preparation, certification, recruitment and hiring, mentoring and induction, professional learning, educator evaluation, educator environment, and compensation.

Figure 3- Rhode Island's Approach to Equity Plan Work

Recognizing that this work will take time, we believe in taking a three-pronged approach to equity, as shown in Figure 3.

1) **Implementation of State-Level Strategies and Sharing of Best Practices.** If we implement state-level strategies and share resources and lessons learned with schools and LEAs throughout the state, then all LEAs will improve talent management practices and, subsequently, address inequitable access to excellent teachers and improve student learning throughout the state.

2) **Targeted Support for Highest Poverty and Highest Minority Schools.** Given our limited resources as a state, if we provide focused, strategic support to highest poverty and highest minority schools and the LEAs in which they are located, then we will be able to have the greatest impact on the distribution and effectiveness of educators and on

student outcomes. The lessons learned from targeted supports will also influence our implementation of state-level strategies and our ongoing data collection and analysis.

3) **Ongoing Data Collection and Analysis**. If we improve state and local data collection and analysis, then we will be able to make better informed talent management decisions and adjust our approach as needed. These data will constantly inform our other efforts.

Plan Creation

To create this plan, a team of staff members at RIDE, led by the Chief of Educator Excellence and Instructional Effectiveness, took the following steps:

1. Developed and began implementing a long-term strategy for engaging stakeholders in ensuring equitable access to excellent educators

2. Reviewed data provided by the U.S. Department of Education and data available in the state data systems, including the Personnel Assignment Submission system, InfoWorks!, and eCert

3. Sought out and engaged a large and diverse group of stakeholders in an analysis of potential root causes of equity gaps and brainstorming of strategies that may reduce equity gaps

4. Identified additional key data to collect and analyze over time

5. Reviewed research on best practices and strategies to increase equitable access for teachers

6. Prioritized strategies and set measurable targets to be measured over time

7. Created a plan for measuring and reporting progress as well as adjusting efforts over time

Stakeholder Engagement

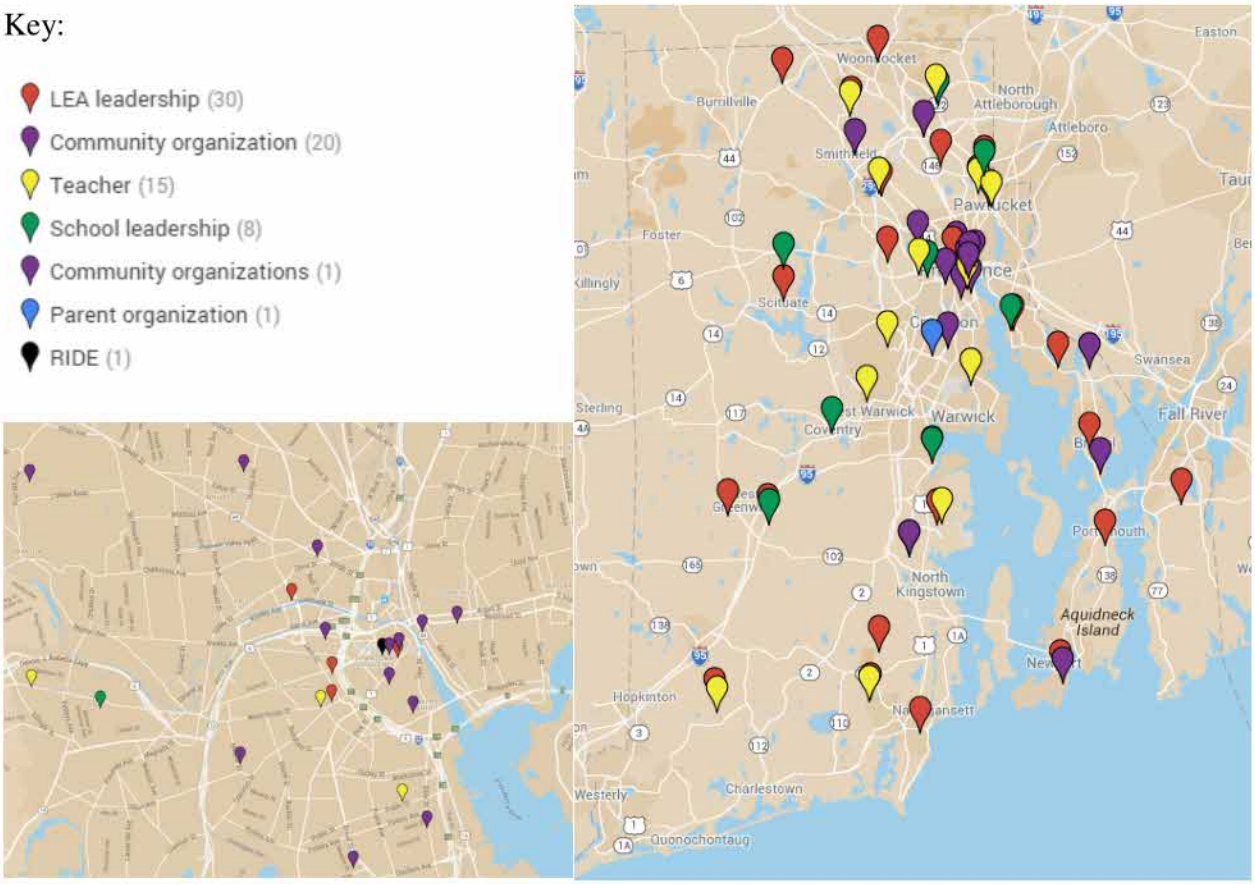
Ensuring equitable access to excellent teachers and leaders is a team effort, and requires collaboration between RIDE and the larger educational community. This plan's success will depend on the investment and engagement of multiple stakeholders, including LEA leaders, school leaders, teachers, parents, and educator preparation programs. Therefore, during the plan development process, RIDE engaged multiple stakeholder groups in identification of equity gaps, brainstorming of root causes, and development of strategies. RIDE will continue to partner with stakeholders to implement the work and will seek their feedback on progress to date.

Stakeholder Engagement to Date

RIDE engaged stakeholders through multiple methods of communication. Whenever possible, RIDE tried to use regularly scheduled meetings as opportunities to begin these conversations. Although RIDE has not yet engaged with educators from all LEAs, RIDE has reached multiple

stakeholders throughout the state, as shown in Figure 4 below. For a log of outreach efforts and attendance, please see Appendices II and III.

Figure 4. Stakeholders Represented, by Geographical Area[8]



Left: Stakeholder engagement in Providence; right: stakeholder engagement statewide

Table 3 lists stakeholder engagement opportunities to date. All conversations included introductory information about the equity plan development process but centered on hearing the perspectives of multiple stakeholders on students' access to excellent educators, causes of inequities, and strategies to implement. Sample engagement materials are included in Appendix IV.

[8] Pupil services personnel are included under the heading of "Teacher" in the map above. The map above does not include participants from the May 20th meeting.

Table 3. Stakeholder Engagement Opportunities to Date

Dates	Engagement Opportunity	Stakeholder Groups Represented
2/23/15 2/24/15 3/2/15 4/1/15 4/14/15 4/20/15	**Internal RIDE Meetings** Because RIDE will be responsible for supporting the implementation of the equity plan, representatives from all RIDE offices in this work through the following internal meetings: Leadership Team Meeting Directors' Meeting Internal Planning Session Office of Educator Quality and Certification Staff Meeting Office of School, Community, and Academic Supports Staff Meeting Internal Feedback Session	RIDE
3/12/15	**Network Meeting** During a portion of the regularly-scheduled monthly LEA networking meeting, RIDE engaged LEA leaders in equity plan conversations. RIDE shared introductory information about the equity plan and then engaged assistant superintendents from throughout the state in a review of definitions, an analysis of data, and a root cause analysis of preliminary data.	LEA leadership
4/6/15 4/7/15 4/14/15[9] 4/15/15	**Stakeholder Engagement Sessions** RIDE offered four drop-in stakeholder engagement sessions to the public. Participants at these two-hour sessions learned about the equity plan, engaged in conversations about the state's equity gaps and provided input into the identification of root causes and selection of strategies. These sessions were offered in two different regions of the state.	Teachers School leadership Parents Community organizations
4/13/15 5/11/15	**Rhode Island Federation of Teachers and Health Professionals (RIFTHP)[10]** The RIFTHP convened a group of union leaders and members to engage in a root cause analysis of equity gaps as part of the equity plan work. At this two-hour session, RIDE shared introductory information about equity plan requirements and facilitated partner discussions about equity gaps and root causes. The group met again to review strategies identified to date and provide feedback.	Teachers Pupil services personnel
3/31/15 4/27/15	**Meetings with Providence Leadership** After meeting separately with the HR director from the Providence School Department, RIDE joined a Providence School Department leadership team meeting. At the session, RIDE shared introductory information about equity plan requirements and engaged participants in a review of strategies identified to date. Participants provided feedback on strategies.	LEA leadership
5/1/15	**Rhode Island Educator Preparation Provider Quarterly Meeting** RIDE used an hour of a quarterly meeting scheduled with educator preparation programs to provide an overview of the equity plan work, share the root causes and strategies identified to date, and engage providers in targeted conversations about the preparation-related root causes and strategies.	Educator preparation providers
5/3/15	**#edchatri** On May 5, 2015, a RIDE staff member moderated an online conversation that engaged 26 educators throughout the state about strategies to strengthen our state's approach to talent management.	Principals Teachers Pupil services personnel School leadership

[9] RIDE cancelled this session because no one had registered for it on Eventbrite.

[10] RIDE also reached out to the NEA-RI on multiple occasions to try to meet with union representatives about the equity plan. Despite scheduling two meetings with NEA-RI representatives, the union needed to cancel both meetings due to scheduling issues.

Dates	Engagement Opportunity	Stakeholder Groups Represented
5/5/15	**Targeted Feedback Session** RIDE invited teachers, parents, community organizations, and school and district leaders to a targeted feedback session. Attendees provided feedback on draft sections of the plan and the RIDE team used their feedback to inform revisions.	Teachers Parents Principals LEA leadership Community organizations
5/12/15	**Webinar** Recognizing that traveling may be prohibitive for some school and LEA leaders at this busy time of the year, RIDE facilitated a webinar that included an overview of the equity plan process and progress to date. Through polling, participants identified the most prevalent root causes and assessed the potential for impact of strategies. Participants used the chat box to suggest additional strategies.	LEA leadership Teachers Educator preparation program providers
5/20/15	**Rhode Island Human Resources Triannual Meeting** RIDE used an hour of a triannual meeting with human resource directors to provide an overview of the equity plan work, share the root causes and strategies identified to date and gather input on prioritized root causes and strategies.	Pupil services personnel

Each session was extremely valuable. RIDE used the information gathered through these sessions to inform our equity plan. Key strategies that emerged from these sessions included reforming human resource policies and practices, improving teacher preparation and certification policies and practices, and improving teaching and learning conditions. That said, RIDE also acknowledges that the success of the plan will be contingent upon reaching a larger stakeholder base and continually engaging the Rhode Island community in conversations about equity in the state.

Identification of Partners

One prong of Rhode Island's three-pronged approach focuses on providing targeted support to highest poverty and highest minority schools as well as the LEAs in which they are located. RIDE began this work through some initial meetings with leadership from Providence Schools because many of the highest minority and highest poverty schools are located in Providence. However, on May 1st, the superintendent of Providence Schools announced she will be retiring at the end of this year. RIDE will continue to try to establish a partnership with Providence Schools but also recognizes that doing so may take time given it is a time of transition.

RIDE will continue to engage with highest minority and highest poverty schools and LEAs to gain their support for this work and identify a set of LEA and charter school partners to receive targeted support. For a list of schools included in the highest poverty and highest minority groups based on 2013-14, see Appendix I. Members of the RIDE Office of Educator Quality and Certification and the RIDE Office of Transformation and Charter Schools will reach out to LEA and charter school partners over the summer and early fall of 2015 and try to establish partnerships for the 2015-16 school year. Part of this stakeholder engagement will include a LEA-specific and school-specific data review and self-assessment of current needs related to the distribution of excellent educators.

Long-Term Stakeholder Engagement Plan

RIDE will continue to involve stakeholders in the refinement and implementation of the state's equity plan through additional meetings and ongoing two-way feedback loops. Stakeholders will receive regular updates on the progress of equity plan, engage in ongoing data and root cause analysis, and provide input on how to refine the plan.

Moving forward, RIDE will continue to leverage pre-existing meetings and relationships to gather feedback on the plan's design and implementation. This strategy reduces the burden placed on stakeholders to attend additional meetings or find time given competing demands for their time, and also enables RIDE to get input from a larger group of stakeholders than it would be able to if it had assembled a committee focused on equity. At least annually, RIDE will use an hour during each of the following meetings to provide updates and seek feedback on the plan's design and implementation:

- LEA Network Meeting (held monthly)
- Rhode Island Educator Preparation Provider Quarterly Meeting (quarterly)
- Rhode Island Human Resources Triannual Meeting (triannual)
- Educator Evaluation Committee (held monthly)
- Charter School Meetings (held monthly)
- Rhode Island Parent Information Network Meetings (held monthly)
- Rhode Island Special Education Advisory Committee (held monthly)

In addition, RIDE will seek to engage stakeholders annually at regularly scheduled association and organization meetings, including meetings with the following:

- Rhode Island Federation of Teachers and Health Professionals
- National Education Association – Rhode Island chapter
- Rhode Island School Superintendents Association
- Rhode Island Association of School Principals
- Rhode Island Association of School Committees
- Providence Student Union

If schedules and agendas do not permit engagement during an association meeting, then RIDE will meet separately with representatives from these organizations by convening a meeting at RIDE focused on the equity plan.

Equity Gap Exploration and Analysis

Definition Development

An important first step of this work was engaging in discussion about key terms. Using state accountability definitions as a guide, RIDE defined *low-income* students as students who are eligible for free and reduced price meals and *minority* as students identified as a member of a minority race or ethnicity.

Drawing on research and feedback from RIDE staff members as well as LEA leaders, RIDE staff members developed a series of definitions and identified some metrics to guide our data analysis plans. Central to this work are our definitions of excellence:

An excellent teacher or support professional:

- Provides high quality instruction and support in his or her assigned content area or specialty.
- Uses data to understand student needs and individualize instruction.
- Has high expectations for student achievement.
- Shares ideas and best practices with colleagues.
- Applies a growth mindset to all work.
- Collaborates with colleagues and families to support student development and achievement.
- Seeks and receives ongoing feedback and support to continually grow his or her practice to meet individual student needs.
- Makes significant contributions to student learning and development.
- Consistently demonstrates professionalism and dedication to the profession.

An excellent leader

- Serves as instructional and organizational leader of the school.
- Shapes the mission and vision of the school.
- Has high expectations for student achievement and staff performance.
- Makes data-based decisions.
- Establishes a strong, positive school climate focused on a growth mindset.
- Seeks and receives ongoing feedback and support to continually grow his or her practice and meet student, teacher, family, and community needs.
- Makes significant contributions to student learning and development.
- Recruits, retains, and supports excellent educators.
- Consistently demonstrates professionalism and dedication to the profession.

Data limitations influenced how RIDE operationally defined *inexperienced, unqualified,* and *out-of-field.* Given what we know from research and from what we heard from the field, RIDE also developed a second set of definitions—a set of aspirational definitions—that will guide future data collection and analysis efforts. Aspirational definitions represent what we would like to measure but currently cannot due to current data limitations. In addition, RIDE quickly realized that the three terms identified by the U.S. Department of Education were insufficient to fully capture the values and concerns of the education community related to educator quality. As a result, RIDE crafted two additional aspirational definitions: *chronically absent* and *less-than-effective.* The charts below include both sets of definitions for easy comparison.

It is important to note that these definitions are used only to guide analyses and identification of patterns and trends; the definitions are not intended to be used to negatively label individuals. RIDE recognizes that some inexperienced teachers are excellent, just as some veteran teachers would benefit from additional learning and support.

Table 4. Teacher and Support Professional Definitions

Term	Current Operational Definition	Aspirational Definition
Inexperienced teacher/support professional	Worked no more than two of the last five years as a teacher or support professional last five years in Rhode Island Public Schools	Has less than three years of experience as a teacher or support professional[11]
Novice teacher/ support professional	Has no prior experience in the last five years teaching in Rhode Island Public Schools[12]	Has no prior experience as a teacher or support professional[13]
Experienced teacher/support professional working in a new context		Has three or more years of experience as a teacher or support professional but is using a new certificate or working in a different school
Unqualified teacher/ support professional	Has not yet met the full requirements for certification and holds only an emergency certificate or preliminary certificate (alternative route, CTE preliminary, temporary initial, school nurse teacher, or expert residency certificate)	
Out-of-field teacher/ support professional	Holds a full teacher certificate in one or more areas but is currently using an emergency certificate in his or her current assignment	Holds a full teacher certificate in one or more areas but is currently using an emergency certificate in his or her current assignment

[11] In order to use this definition, RIDE will need to develop a way to collect and verify experience teaching in private schools and in other states.

[12] Our current systems only collect data on how long teachers have worked in Rhode Island public schools and we have no way to reliably track teachers' prior experiences in other states or in private schools. When we develop the capability to collect and verify additional work experience, we will remove "in Rhode Island Public Schools" from the definition.

[13] In order to use this definition, RIDE will need to develop a way to collect and verify experience teaching in private schools and in other states.

Term	Current Operational Definition	Aspirational Definition
Less-than-effective teacher/ support professional		Is not performing at a consistently strong level, as evidenced by a final effectiveness rating of *Ineffective* or *Developing*
Chronically absent teacher/ support professional		Is absent more than 10 percent of the school year, as indicated by taking a sick day, vacation day, or other form of leave[14]

Table 5. Leader Definitions

Term	Current Operational Definition	Aspirational Definition
Inexperienced leader	Worked no more than two of the last five years as a building administrator in Rhode Island Public Schools	Has less than three years of experience as a building administrator[15]
Novice leader	Has no prior experience in the last five years working as a building administrator in Rhode Island Public Schools[16]	Has no prior experience as a building administrator[17]
Experienced leader working in a new context		Has three or more years of experience as a building administrator but is working in a different school
Less-than-effective leader	Is not performing at a consistently strong level, as evidenced by a final effectiveness rating of *Ineffective* or *Developing*	Is not performing at a consistently strong level, as evidenced by a final effectiveness rating of *Ineffective* or *Developing*
Chronically absent leader		Is absent more than 10 percent of the school year, as indicated by taking a sick day, vacation day, or other form of leave[18]

Metric Selection

Over the past five years, the Rhode Island Department of Education (RIDE) has made significant improvements to both the collection and reporting of data. For example, eRIDE, the Department's information system, has streamlined the data collection process and improved the accuracy, timeliness, and utility of information collected. RIDE makes every effort to consolidate collections as often as possible.

[14] This definition may change based on the recommendations of the Teacher Absenteeism Task Force.
[15] In order to use this definition, RIDE will need to develop a way to collect and verify experience leader experience in private schools and in other states.
[16] Our current systems only collect data on how long leaders have worked in Rhode Island public schools and we have no way to reliably track teachers' prior experiences in other states or in private schools. When we develop the capability to collect and verify additional work experience, we will remove "in Rhode Island Public Schools" from the definition.
[17] In order to use this definition, RIDE will need to develop a way to collect and verify leader experience in private schools and in other states.
[18] This definition may change based on the recommendations of the Teacher Absenteeism Task Force.

Using funds received from two federally funded Statewide Longitudinal Data Systems (SLDS) grants, RIDE has partnered with the Rhode Island Office of Postsecondary Education, Rhode Island Department of Labor and Training, Rhode Island Higher Education Assistance Authority, and The Providence Plan to build a statewide longitudinal data system. Such a system has enabled students, parents, teachers, education leaders, researchers, and policymakers direct access to the data they need in order to make informed decisions.

Additional improvements and initiatives accomplished to date include the following:

- **Updated InfoWorks!**, an interactive website that provides the public easy access to information about schools, LEAs and the state as a whole.
- **Developed and launched the Rhode Island DataHub**. The DataHub is a data integration and visualization system which links education, health, child welfare, and human services information at an individual level but produces outputs at an aggregate level in order to preserve confidentiality.
- **Created the Instructional Support System (ISS)**. The ISS supports teachers and administrators in their efforts to improve student success, close achievement gaps and ensure that students are on the path towards success in college and career. The ISS provides a combination of curriculum, instruction, assessment, and ad hoc reporting to support improvements in student achievement.
- **Developed and launched "WaytogoRI"**. This website provides interactive career and college planning tools to help students, parents, and educators explore education options, discover a wide variety of occupations, and make plans to achieve education and career goals.
- **Created eCert**, the system of record as well as the system of transactions for the statewide educator certification process. This system replaces the previous RICert system and has been built on the technology that is current and compatible with other statewide systems. eCert consists of several portals that are designed for specific functionality tailored to the needs of specific groups of users: RIDE personnel, individual educators, LEA personnel and the general public.
- **Created the Personnel Assignment Submission (PAS).** The PAS is the data collection system that works in tandem with the eCert system. This system as accessed by HR personnel is LEAs and is used to report the work assignments of educators and administrators. When an educator is not certified appropriately for the assignment, the system will flag him or her as being Out of Area and will alert the LEA to take steps to address it. The Personnel Assignment System (PAS) allows for unprecedented levels of detail and accuracy in reporting work assignment information.
- **Created the Rhode Island Educator Preparation Index.** This online report provides data on trend sin employment, retention, and effectiveness of newly prepared educators from Rhode Island educator preparation providers. These reports provide greater transparency about preparation program outcomes that can be used by prospective educators to select a program and by LEAs to inform hiring decisions.

Although RIDE has made great strides in improving its data systems over time, challenges remain. Data gathered prior to 2012 is less reliable, thus limiting longitudinal analyses. Some

inconsistencies in data collection and reporting at the LEAs level remain at this time, thus reducing our confidence in some of the available data and further limiting our analysis. In addition, making meaning of the certification and PAS data at times required extensive time and resources. Given these time and data limitations, we prioritized sharing accurate data with stakeholders using a few key metrics rather than sharing potentially inaccurate or limited data.

For the purposes of this plan, RIDE used the following metrics to determine equity gaps:

- **Teacher and Support Professional Experience**. Research shows that teacher effectiveness increases most during the first three to five years, with the greatest improvements occurring during the first year.[19] Therefore, RIDE examined the percentage of teachers and support professionals in 2013-14 with less than one year of experience working in Rhode Island Public Schools in the past five years and the percentage of teachers and support professionals with less than three years of experience in the past five years working as a teacher or support professional in Rhode Island Public Schools.

- **Leader Experience**. Research shows that leader experience increases over time and improves the most during the first three years. In addition, research suggests that it takes up to five years for principals to fully implement changes in their building.[20] Therefore, RIDE examined the percentage of leaders in 2013-14 with less than one year of experience working in Rhode Island Public Schools and the percentage of leaders with less than three years of experience within the past five years working as a building-level administrator in Rhode Island Public Schools.

- **Teacher and Support Professional Qualifications.** RIDE recognizes that mastering content knowledge alone is insufficient to preparing an educator to be an excellent educator; mastery of pedagogy is also critical. Therefore, RIDE examined the percentage of teachers and support professionals who had not yet met all of the requirements for full certification, meaning that they held an emergency or preliminary certificate.

- **Out-of-Field Teachers and Support Professionals.** Limited research suggests that teachers working out-of-field may have less content knowledge, may be less confident in their teaching, and may be more likely to leave the profession. Therefore, RIDE examined the percentage of teachers and support professionals who held a full certificate in one or more areas but used an emergency certificate for one or more of the classes they taught in 2013-14.

- **Educator Effectiveness.** Unlike other measures which focus on inputs, measures of educator effectiveness focus on outputs. Rhode Island's educator evaluation system measures educators' performance using measures of professional practice, professional responsibilities, and student learning. In preparation for this plan, RIDE staff examined

[19] Kane, Rockoff, & Staiger 2006; Clotfelter, Ladd, Vigdor, 2007; Harris & Sass, 2007; Boyd, Lankford, Loeb, Rockoff, & Wyckoff, 2008; Rice, 2003; Sawchuk, 2015

[20] Clark, Martorell, & Rockoff, 2009; Coelli & Green, 2012; Boyd et al., 2008, Branch, Hanushek, & Rivkin, 2012; Seashore-Louis, 2010

the distribution of teacher and building administrator final effectiveness ratings[21] across LEAs.

RIDE is fully committed to improving data collection and reporting over time. By June 2016, RIDE will report not only on the metrics mentioned above but also the following:

- **Teacher Turnover**. RIDE will analyze three years of teacher assignment data to determine the percentage of turnover as well as patterns, such as movement from high poverty school to low poverty schools, from charters to LEAs, from middle school to high school, etc.
- **Long-Term Substitute Use.** Teachers working as long-term substitutes are flagged in our Personnel Assignment System, but we were unable to analyze these data in preparation for June 1st. However, RIDE will analyze the percentage of assignments in each LEA that are assigned to long-term substitutes.
- **Improved Data Analyses Using Full-Time Equivalent (FTE) Data**. In our current analyses, we did not use FTE data because we noticed inconsistencies in how LEAs reported the data. RIDE staff is currently working to provide more specific guidance on how to report FTE data and is checking data accuracy. Future equity plan analyses will break information out by FTE.

In addition, RIDE will explore the following additional data collections:

- **Teacher Attendance**. Recent literature has drawn greater attention to teacher absenteeism[22] and limited research finds that teacher absenteeism is statistically related to productivity in teaching and student achievement.[23] RIDE has assembled an internal task force to study how LEAs collect teacher attendance information and explore how these data collections may be standardized.
- **Teaching and Learning Conditions**. Research shows teaching and learning conditions—such as facilities quality and resources—are strong and significant predictors of teacher turnover.[24] In addition, teacher effectiveness increases more in supportive professional environments than teachers in less supportive contexts.[25] RIDE will review school and teaching conditions surveys and work to select an instrument to administer statewide.

Overview of Data Analyses

RIDE staff used a variety of data for its preliminary analysis of equity gaps, including student achievement data, certification data, and assignment data. RIDE classified schools using both quartiles and deciles. Quartiles enabled additional sub-analyses that would not otherwise be possible because N-sizes for subgroups would be less than 10; RIDE used the terms "high" and

[21] In 2013-14, the support professional model was in gradual implementation. During gradual implementation, LEAs did not report final effectiveness ratings to RIDE.
[22] Joseph, Waymack, & Zielaski, 2014
[23] Hermann & Rockoff, 2012
[24] Loeb, Darling-Hammond, & Luzak, 2005; Moore Johnson, Kraft, & Papay, 2012
[25] Kraft & Papay, forthcoming

"low" (e.g. "high poverty schools") to denote use of quartiles. Analysis using deciles enabled RIDE to focus on a targeted group of schools; RIDE used the terms "highest" and "lowest" (e.g. "highest poverty schools") to denote use of deciles.

In our school analyses, we excluded schools that have since closed and schools with codes ending in 190. The 190 code is used to identify teachers, support professionals, and administrators working in a central office. Five CTE centers that are linked to the high school for reporting purposes were also excluded from analyses.

Inexperienced Teachers, Support Professionals, and Leaders

Using the state's certification and placement databases, RIDE analyzed whether teachers had previous experience working in Rhode Island public schools prior to the 2013-14 school year. Specifically, RIDE staff determined the number of years in the past five years[26] that a teacher had a work assignment in Rhode Island public schools. If a teacher or support professional did not work in Rhode Island public schools in a position between 2008-09 and 2012-13, then the teacher or support professional was considered novice. If a teacher worked fewer than three years (which could be in consecutive or non-consecutive years), then the teacher was considered inexperienced.

The data presented in this plan have important limitations. The data do not capture educators' experiences working in Rhode Island public schools prior to 2008-09 or educators' experiences working in private schools or other states. It is also possible that an educator with experience in Rhode Island public schools prior to 2008-09 who temporarily left working as a teacher, support professional, or principal is categorized as novice or inexperienced. However, RIDE also recognizes even highly effective veteran educators may experience learning curves when returning to the classroom after an extended leave or when beginning to work in a new context.

The data also do not include full-time equivalent (FTE) data. RIDE looked at FTE data but noticed that some LEAs did not report FTE data properly; some educators had multiple assignments and were listed as 1.0 FTE for each assignment. As a result, RIDE opted to exclude FTE data. Therefore, it is possible that teachers worked only part time, left midyear, or went on leave. If the teacher worked part of the year, then it was counted as a full year.

Unqualified Teachers and Support Professionals[27]

RIDE used 2013-14 assignment and certification data to determine if teachers and support professionals were using a full or preliminary certificate. Preliminary certificates available to teachers in 2013-14 were the following:

- Alternative route – Available to educators who are currently enrolled in a Rhode Island approved alternative route program and who have been offered a position in a LEA to serve as an educator of record.

[26] School years included were 2008-09, 2009-10, 2010-11, 2011-12, and 2012-13.
[27] School administrators are not eligible for any preliminary certificates, which is why they are excluded from these analyses.

- Career and technical education – Available to applicants with a high school diploma who have demonstrated work experience and competency in the CTE area

- Temporary initial – Available to educators who seek certification through reciprocity but have not yet met RI testing requirements

- Emergency certificate – Available to educators whose LEAs request a certificate and demonstrate that they could not fill the position with a qualified candidate

Because FTE data are excluded, it is unclear whether the educator used the preliminary certificate for all teaching assignments or just one. It is possible that the educator taught all classes and subjects using a preliminary certificate, or just used the preliminary certificate for one part of the school day.

Out-of-Field Teachers and Support Professionals[28]

RIDE also analyzed whether teachers and support professionals holding preliminary certificates also had a full certificate. If the teacher or support professional held a full certificate but was currently using an emergency certificate, then he or she was considered "out-of-field." Because FTE data are excluded, it is unclear whether the educator used the emergency certificate for part or all of the teacher's assignment. For example, one out-of-field teacher may be using an emergency certificate for all classes taught but another out-of-field teacher may only be using the emergency certificate for only a portion of the school day.

Less-than-Effective Educators

As part of our analysis, we examined the LEA distribution of educator effectiveness ratings. As part of our data management agreement with LEAs, we have committed to not sharing the school-level or educator-level distribution of educator ratings. Therefore, our analysis focused on the LEA-level distribution of ratings.

Although RIDE has growth data (student growth percentiles) from 2012-13, we do not include it in our analysis. Because of the transition to PARCC testing, we are unsure of the first year we will have accurate growth data to share, thus making it difficult to track growth scores over time. In addition, RIDE will not use growth data in educator evaluations until 2016-17 at the earliest. However, once growth scores are included in educator evaluations, the growth scores will be included indirectly as one of the measures that contribute to an educator's final effectiveness ratings.

[28] School administrators are not eligible for any preliminary certificates, which is why they are excluded from these analyses.

Equity Gaps

Teacher, Support Professional, and Building Administrator Experience

Table 6 below shows that greater percentages of teachers, support professionals, and building administrators in the state's highest poverty and highest minority schools are novice and inexperienced compared to all schools in the state and the state's lowest poverty and lowest minority schools.

Table 6. Percentage of Inexperienced Teachers, Support Professionals, and Leaders Working in Rhode Island Public Schools by Poverty and Minority Level, 2013-14

	% of Teachers and Support Professionals with 0 years of Prior Experience in RI Public Schools in Past 5 Years	% of Teachers and Support Professionals with 0-2 years of Prior Experience in RI Public Schools in Past 5 Years	% of Building Administrators with 0 years of Prior Experience in RI Public Schools in Past 5 Years	% of Building Administrators with 0-2 years of Prior Experience in RI Public Schools in Past 5 Years
All schools (N*t*=13,870, N*a*=521, N*s*=296)[29]	10.2% (*N*=1,414)	24.7% (*N*=3,416)	15.9% (*N*=83)	37.8% (*N*=197)
Highest poverty schools (N*t* = 1,289, N*a*=57, N*s*=33)	**14.4% (*N*=185)**	**32.0% (*N*=413)**	**16.1% (*N*=32)**	**41.7% (*N*=83)**
Lowest poverty schools (N*t*=1,479, N*a*=53, N*s*=33)	9.2% (*N*=136)	24.4% (*N*=361)	12.6% (*N*=14)	28.8% (*N*=32)
Highest minority schools (N*t*=1,379, N*a*=52, N*s*=30)	**13.4% (*N*=185)**	**33.0% (*N*=455)**	**15.6% (*N*=20)**	**43.0% (*N*=55)**
Lowest minority schools (N*t*=1,665, N*a*=61, N*s*=35)	9.3% (*N*=155)	20.1% (*N*=334)	12.8% (*N*=17)	33.1% (*N*=44)

Using the data above, RIDE calculated the equity gaps between lowest poverty and highest poverty schools as well as the gaps between the lowest minority and highest minority schools. To calculate the equity gap, RIDE computed an odds ratio for each comparison. Results of odds ratio calculations show the following equity gaps:

Highest poverty schools are…

- 1.7 times as likely to have teachers and support professionals with 0 years of prior experience than are lowest poverty schools.

[29] N*t* denotes the number of teachers. N*a* denotes the number of building administrators. N*s* denotes the number of schools in the group.

- 1.5 times as likely to have teachers and support professionals with 2 or less years of prior experience than are lowest poverty schools.
- 2.7 times as likely to have administrators with 0 years of prior experience than are lowest poverty schools.
- 3.1 times as likely to have administrators with 2 or less years of prior experience than are lowest poverty schools.

Highest minority schools are…

- 1.5 times as likely to have teachers and support professionals with 0 years of prior experience than are lowest minority schools.
- 2.0 times as likely to have teachers and support professionals with 2 or less years of prior experience than are lowest minority schools.
- 1.4 times as likely to have administrators with 0 years of prior experience than are lowest minority schools.
- 1.5 times as likely to have administrators with 2 or less years of prior experience than are lowest minority schools.

Table 7 shows the percentage point difference and odds ratio for each equity gap.

Table 7. Inexperienced Teacher, Support Professional, and Leader Equity Gaps, 2013-14

	% of Teachers and Support Professionals with 0 years of Prior Experience in RI Public Schools in Past 5 Years		**% of Teachers and Support Professionals with 0-2 years of Prior Experience in RI Public Schools in Past 5 Years**		**% of Building Administrators with 0 years of Prior Experience in RI Public Schools in Past 5 Years**		**% of Building Administrators with 0-2 years of Prior Experience in RI Public Schools in Past 5 Years**	
	Percentage Point Difference	Odds Ratio	Percentage Point Difference	Odds Ratio	Percentage Point Difference	Odds Ratio	Percentage Point Difference	Odds Ratio
Highest poverty to lowest poverty schools	5.2	1.7	7.6	1.5	3.5	2.7	12.9	3.1
Highest minority to lowest minority schools	4.1	1.5	12.9	2.0	2.8	1.4	9.9	1.5

RIDE then conducted a second analysis using quartiles instead of deciles. Using quartiles enabled RIDE to look at data by school level. Table 8 below shows that greater percentages of teachers and support professionals are inexperienced at the middle school level, especially in

high poverty and high minority schools. This finding is consistent with research that finds teacher turnover rates are higher in middle schools than at other levels of schooling.[30]

Table 8. Percentage of Inexperienced Teachers and Support Professionals by School Level, 2013-14

	Elementary School[31]			Middle School			High School		
	# of schools	% of Teachers and Support Professionals with 0 years of Prior Experience in RI Public Schools in Past 5 Years	% of Teachers and Support Professionals with 0-2 years of Prior Experience in RI Public Schools in Past 5 Years	# of schools	% of Teachers and Support Professionals with 0 years of Prior Experience in RI Public Schools in Past 5 Years	% of Teachers and Support Professionals with 0-2 years of Prior Experience in RI Public Schools in Past 5 Years	# schools	% of Teachers and Support Professionals with 0 years of Prior Experience in RI Public Schools in Past 5 Years	% of Teachers and Support Professionals with 0-2 years of Prior Experience in RI Public Schools in Past 5 Years
All schools	180	7.5%	20.5%	61	14.0%	34.8%	55	11.0%	22.4%
High poverty schools[32]	**42**	**9.1% (*N*=141)**	**21.4% (*N*=333)**	**16**	**17.8% (*N*=157)**	**42.7% (*N*=376)**	**16**	**12.7% (*N*=119)**	**30.1% (*N*=281)**
Low poverty schools[33]	46	5.8% (*N*=82)	18.5% (*N*=264)	17	12.4% (*N*=105)	30.6% (*N*=259)	12	11.5% (*N*=129)	21.1% (*N*=236)
High minority schools[34]	**38**	**10.8% (*N*=150)**	**23.9% (*N*=334)**	**15**	**19.9% (*N*=164)**	**46.2% (*N*=381)**	**19**	**11.8% (*N*=129)**	**28.1% (*N*=308)**
Low minority schools[35]	48	6.4% (*N*=101)	18.4% (*N*=289)	21	12.9% (*N*=150)	30.6% (*N*=355)	16	11.5% (*N*=172)	20.6% (*N*=310)

Table 9 shows that the percentage of inexperienced school administrators varies by school level. Interestingly, low poverty and low minority schools had greater percentages of novice school administrators than in high poverty and high minority schools.

[30] Marinell & Coca, 2013; Boyd et al. 2008; Clotfelter, Ladd, Vigdor, & Wheeler, 2007

[31] Because there were fewer than 10 early childhood schools in these groups, elementary school includes early childhood schools (grades PK-2).

[32] High poverty schools had free and reduced price meal eligibility rates ranging from 71 to 100 percent.

[33] Low poverty schools had free and reduced price meal eligibility rates ranging from 0 to 21 percent.

[34] High minority schools had percentages of nonwhite students ranging from 64 percent to 100 percent.

[35] Low minority schools had percentages of nonwhite students ranging from 0 percent to 11 percent.

Table 9. Percentage of Inexperienced Leaders by School Level, 2013-14

	Elementary School[36]			Middle School			High School		
	# of schools	% of Building Administrators with 0 years of Prior Experience in RI Public Schools in Past 5 Years	% of Building Administrators with 0-2 years of Prior Experience in RI Public Schools in Past 5 Years	# of schools	% of Building Administrators with 0 years of Prior Experience in RI Public Schools in Past 5 Years	% of Building Administrators with 0-2 years of Prior Experience in RI Public Schools in Past 5 Years	# schools	% of Building Administrators with 0 years of Prior Experience in RI Public Schools in Past 5 Years	% of Building Administrators with 0-2 years of Prior Experience in RI Public Schools in Past 5 Years
All schools	180	17.2% (*N*=37)	38.1% (*N*=82)	61	17.9% (*N*=24)	38.8% (*N*=52)	55	12.8% (*N*=22)	36.6% (*N*=63)
High poverty schools[37]	**42**	**22.6% (*N*=12)**	**45.3% (*N*=24)**	**16**	**27.0% (*N*=10)**	**45.9% (*N*=17)**	16	8.0% (*N*=4)	**44.0% (*N*=22)**
Low poverty schools[38]	46	14.0% (*N*=7)	30.0% (*N*=15)	17	11.4% (*N*=4)	34.3% (*N*=12)	**12**	**22.9% (*N*=8)**	31.4% (*N*=11)
High minority schools[39]	**38**	**23.1% (*N*=12)**	**44.2% (*N*=23)**	**15**	**26.5% (*N*=9)**	**50.0% (*N*=17)**	19	6.8% (*N*=4)	**40.7% (*N*=24)**
Low minority schools[40]	48	11.1% (*N*=6)	37.0% (*N*=20)	21	14.9% (*N*=7)	34.0% (*N*=16)	**16**	**10.6% (*N*=5)**	31.9% (*N*=15)

Based on tables 8 and 9, RIDE calculated the equity gaps for teachers and leaders by school level. Odds ratio calculations show that high poverty high schools are less likely to have novice administrators than low poverty high schools. In addition, highest minority high schools are equally as likely to have novice educators as are lowest minority high schools. However, the following equity gaps exist:

High poverty elementary schools are:

- 1.6 times as likely to have novice teachers and support professionals than are low poverty elementary schools.
- 1.2 times as likely to have inexperienced teachers and support professionals than are low poverty elementary schools.
- 1.6 times as likely to have novice administrators than are low poverty elementary schools.
- 1.5 times as likely to have inexperienced administrators than are low poverty elementary schools.

[36] Because there were fewer than 10 early childhood schools in these groups, elementary school includes early childhood schools (grades PK-2).
[37] High poverty schools had free and reduced price meal eligibility rates ranging from 71 to 100 percent.
[38] Low poverty schools had free and reduced price meal eligibility rates ranging from 0 to 21 percent.
[39] High minority schools had percentages of nonwhite students ranging from 64 percent to 100 percent.
[40] Low minority schools had percentages of nonwhite students ranging from 0 percent to 11 percent.

High minority elementary schools are:

- 1.7 times as likely to have novice teachers and support professionals than are low minority elementary schools.
- 1.3 times as likely to have inexperienced teachers and support professionals than are low minority elementary schools.
- 2.3 times as likely to have novice administrators than are low minority elementary schools.
- 1.3 times as likely to have inexperienced administrators than are low minority elementary schools.

High poverty middle schools are:

- 1.5 times as likely to have novice teachers and support professionals than are low poverty middle schools.
- 1.7 times as likely to have inexperienced teachers and support professionals than are low poverty middle schools.
- 2.4 times as likely to have novice administrators than are low poverty middle schools.
- 1.4 times as likely to have inexperienced administrators than are low poverty middle schools.

High minority middle schools are:

- 1.7 times as likely to have novice teachers and support professionals than are low minority middle schools.
- 2.0 times as likely to have inexperienced educators than are low minority middle schools.
- 1.8 times as likely to have novice administrators than are low minority middle schools.
- 1.5 times as likely to have inexperienced administrators than are low minority middle schools.

High poverty high schools are:

- 1.1 times as likely to have novice teachers and support professionals than are low poverty high schools.
- 1.6 times as likely to have inexperienced teachers and support professionals than are low poverty high schools.
- 2.4 times as likely to have inexperienced administrators than are low poverty high schools.

High minority high schools are:

- 1.5 times as likely to have inexperienced teachers and support professionals than are lowest minority high schools.
- 1.1 times as likely to have novice administrators than are lowest minority high schools.
- 2.2 times as likely to have inexperienced administrators than are lowest minority high schools.

Table 10. Inexperienced Teacher, Support Professional, and Building Administrator Gaps by School Level, 2013-14

	% of Teachers and Support Professionals with 0 years of Prior Experience in RI Public Schools in Past 5 Years		% of Teachers and Support Professionals with 0-2 years of Prior Experience in RI Public Schools in Past 5 Years		% of Building Administrators with 0 years of Prior Experience in RI Public Schools in Past 5 Years		% of Building Administrators with 0-2 years of Prior Experience in RI Public Schools in Past 5 Years	
	Percentage Point Difference	Odds Ratio	Percentage Point Difference	Odds Ratio	Percentage Point Difference	Odds Ratio	Percentage Point Difference	Odds Ratio
High poverty to low poverty elementary schools	3.3	1.6	2.9	1.2	8.6	1.6	15.3	1.5
High minority to low minority elementary schools	4.4	1.7	5.5	1.3	12	2.3	7.2	1.3
High poverty to low poverty middle schools	5.4	1.5	12.1	1.7	15.6	2.4	11.6	1.4
High minority to low minority middle schools	7.0	1.7	15.6	2.0	11.6	1.8	16.0	1.5
High poverty to low poverty high schools	1.2	1.1	9.0	1.6	-14.9	0.6	12.6	2.4
High minority to low minority high schools	0.3	1.0	7.5	1.5	-3.8	1.1	8.8	2.2

Teacher and Support Professional Qualifications

RIDE staff analyzed the percentage of educators using an emergency certificate and percentage of educators using an emergency or preliminary certificate. Table 11 shows that highest poverty and highest minority schools have greater percentages of teachers using emergency and preliminary certificates compared to lowest poverty and lowest minority schools.

Table 11. Percentage of Unqualified Teachers and Support Professionals, 2013-14

	% of Teachers and Support Professionals Using an Emergency Certificate	% of Teachers and Support Professionals Using an Emergency or Preliminary Certificate
All schools (N*t*=13,870, N*s*=296)	1.0% (*N*=144)	1.5% (*N*=214)
Highest poverty schools (N*t* = 1,289, N*s*=33)	**3.7% (*N*=48)**	**5.1% (*N*=66)**
Lowest poverty schools (N*t*=1,479, N*s*=33)	0.1% (*N*=2)	0.3% (*N*=4)
Highest minority schools (N*t*=1,379, N*s*=30)	**4.0% (*N*=55)**	**5.6% (*N*=77)**
Lowest minority schools (N*t*=1,665, N*s*=35)	0.2% (*N*=3)	0.2% (*N*=4)

Using the data from the table above, RIDE calculated the equity gaps for unqualified teachers and support professionals. Because so few teachers and support professionals are using an emergency or preliminary certificate in low poverty and low minority schools, the odds ratios are very large. Odds ratio calculations show the following equity gaps:

Highest poverty schools are:

- 28.6 times as likely to have emergency certified teachers and support professionals than are lowest poverty schools.
- 19.9 times as likely to have emergency or preliminary certified teachers and support professionals than are lowest poverty schools.

Highest minority schools are:

- 23.0 times as likely to have emergency certified teachers and support professionals than are lowest minority schools.
- 24.6 times as likely to have emergency or preliminary certified teachers and support professionals than are lowest minority schools.

Table 12. Teacher and Support Professional Qualifications Equity Gaps, 2013-14

	% of Teachers and Support Professionals Using an Emergency Certificate		% of Teachers and Support Professionals Using an Emergency or Preliminary Certificate	
	Percentage Point Difference	**Odds Ratio**	**Percentage Point Difference**	**Odds Ratio**
Highest poverty to lowest poverty schools	3.6	28.6	4.8	19.9
Highest minority to lowest minority schools	3.8	23.0	5.4	24.6

Out-of-Field Teachers and Support Professionals

RIDE staff analyzed the percentage of educators using an emergency certificate who also hold a full certificate. Table 13 shows that very few if any educators are working out of field in lowest poverty and lowest minority schools. The percentages of teachers and leaders working out-of-field in highest poverty schools and highest minority schools is greater than the percentages in all schools, lowest poverty schools, and lowest minority schools

Table 13. Percentage of Teachers and Support Professionals Working Out-of-Field 2013-14

	Percentage of Teachers and Support Professionals Working Out-of-Field
All schools (N*t*=13,870, N*s*=296)	0.7% (*N*=92)
Highest poverty schools (N*t* = 1,289, N*s*=33)	3.4% (*N*=44)
Lowest poverty schools (N*t*=1,479, N*s*=33)	0.0% (*N*=0)
Highest minority schools (N*t*=1,379, N*s*=30)	2.5% (*N*=34)
Lowest minority schools (N*t*=1,665, N*s*=35)	0.1% (*N*=2)

RIDE could not calculate an odds ratio comparing highest poverty and lowest poverty schools because an odds ratio cannot be calculated when no event is observed in one or more groups. Highest minority schools are 21 times more likely to have out-of-field teachers and support professionals than in lowest minority schools.

Table 14. Out-of-Field Equity Gaps, 2013-14

	% of Educators Working Out of Field	
	Percentage Point Difference	**Odds Ratio**
Highest poverty to lowest poverty schools	3.4	n/a
Highest minority to lowest minority schools	2.4	21.0

Educator Effectiveness

Like many other states, Rhode Island's distribution of final effectiveness ratings lacks differentiation and is skewed towards effective and highly effective. In 2013-14, more than 98 percent of educators received ratings of *Effective* or *Highly Effective.*[41] In addition, the distributions of ratings are similar across LEAs (see Appendix VII). Given these distributions, and what we know about student and teacher performance from other sources, we are confident in our model but not in its implementation. We know that there are fidelity of implementation issues that we need to address before the data are truly reflective of educators' practices.

Improved educator evaluation continues to remain one of the highest priorities for Rhode Island, and an ongoing focus will be ensuring that models are implemented with fidelity. We intend to continue to track data and examine any potential equity gaps that surface within the data over time. Because of variations in implementation, we report current findings in Table 15 but do not calculate equity gaps.

Table 15. Percentage of Teachers and Building Administrators Receiving Ratings of Ineffective and Developing, 2013-14

	Percentage of Teachers and Building Administrators Receiving a Rating of Ineffective	Percentage of Teachers and Building Administrators Receiving a Rating of Developing
All LEAs[42] (N=13,870/N=296)	0.4% (*N*=41)	1.3% (*N*=137)
High poverty LEAs[43] (N*e* = 2,891, N*l*=14)	**0.8% (*N*=185)**	**1.9% (*N*=413)**
Low poverty LEAs[44] (*Ne* = 1,509, N*l*=14)	0.1% (*N*=2)	1.3% (*N*=20)
High minority LEAs[45] (N*e*=1,883, N*l*=14)	**1.1% (*N*=20)**	**1.6% (*N*=31)**
Low minority LEAs[46] (N*e*=2,050, N*l*=15)	0.2% (*N*=4)	1.0% (*N*=20)

[41] Rhode Island Department of Education, 2014
[42] N*e* denotes the evaluations in the group. N*l* denotes the number of LEAs in the group.
[43] High poverty LEAs had free and reduced price eligibility rates ranging from 71 percent to 100 percent.
[44] Low poverty LEAs had free and reduced price meal eligibility rates ranging from 0 percent and 18 percent.
[45] High minority LEAs had minority student rates between 69 percent and 100 percent.
[46] Low minority LEAs had minority student rates between 0 percent and 9 percent.

Root Causes and Strategies

Our process for identifying root causes engaged multiple stakeholders. This iterative process included multiple phases of data analyses and brainstorming. In each stakeholder engagement session, participants reviewed relevant data and equity gaps and then brainstormed a list of potential root causes. RIDE compiled lists from multiple meetings and noted the root causes that stakeholders most frequently identified. A full list of root causes identified can be found in Appendix V.

To achieve our state's equity plan objectives, RIDE intends to pursue strategies that correspond to the following root cause areas:

- Educator Preparation and Certification
- Teacher and Leader Support
- Recruitment, Hiring, Assignment, and Compensation
- Teaching and Learning Conditions

During stakeholder engagement sessions, participants posited that the root causes are interrelated. In other words, the root cause of one equity gap in many cases is a root cause of another. When given the opportunity to focus on a specific equity gap or all of the equity gaps, in all instances stakeholders opted to focus on all equity gaps and brainstorm a broad range of root causes and high-leverage strategies. When asked why, stakeholders stated that they saw the root causes as interrelated and overarching rather than specific to a particular gap. Even when a gap-specific root cause was identified, such as placing more student teachers in middle schools, it nested within a larger discussion about a related equity gap. Table 16 shows the alignment between equity gap and root causes.

Table 16. Equity Gap and Root Cause Alignment

		Equity Gap						
		Greater percentages of inexperienced teachers and support professionals work in the HP and HM[47] schools.	A greater percentage of middle school teachers and support professionals are inexperienced.	Greater percentages of inexperienced leaders work in HP and HM schools.	A greater percentage of middle school leaders are inexperienced compared to leaders at other schools.	Greater percentages of unqualified educators work in HP and HM schools.	Greater percentages of middle school and high school educators are unqualified.	Greater percentages of educators work out of field in high HP and HM schools.
Root Cause	Lack of preparation to work in high poverty and high minority schools	●	●	●	●	●	●	●
	Lack of understanding of certification requirements/difficult-to-meet certification requirements					●	●	●
	Lack of diverse cohort of teachers and program completers	●	●	●	●	●	●	●
	Insufficient professional learning, induction, and coaching	●	●	●	●			
	Poor recruitment, hiring, and staff management practices	●	●	●	●	●	●	●
	Lack of a diverse teacher pool	●	●	●	●	●	●	●
	Unfavorable perceptions of high poverty and high minority schools	●	●	●	●	●	●	●
	Limited career paths and leadership opportunities	●	●	●	●			
	Lack of competitive compensation	●	●	●	●	●	●	●
	Poor teaching and learning conditions	●	●	●	●	●	●	●
	Insufficient resources	●	●	●	●	●	●	●

[47] HP standards for highest poverty and HM stands for highest minority.

As noted above and shown again in the figure on the right, RIDE's proposed approach centers on ongoing data collection and analysis, targeted support for highest poverty and highest minority LEAs, and implementation of state-level strategies and sharing of best practices.

The strategies outlined below represent RIDE's current best thinking on these issues and are strategies to be considered. Because Rhode Island is in a transitional period and expects both a new Commissioner to be confirmed and a new strategic plan to be adopted within the next few months, RIDE will reassess and adjust the list of strategies by February 2016. In the meantime, RIDE will begin implementing some prioritized strategies; these strategies are identified using a box around them. RIDE will also review the progress of implementation on an annual basis and modify strategies as appropriate.

A note on targeted support:

As previously noted RIDE will reach out to LEAs with highest minority and highest poverty schools and identify a subset of LEAs to serve as partners. It is not anticipated that RIDE will provide all identified targeted supports to partners. RIDE will determine which supports to offer partners based on results of an LEA self-assessment.

Educator Preparation and Certification

Root Cause 1: Lack of Specific Preparation to Work in High Poverty and High Minority Schools

Teachers, principals, and community members in all sessions indicated a mismatch between preparation programs and the reality of the school setting. Although many recognized that the characteristics of effective, high quality instruction and support are the same regardless of context, they also noted the importance of cultural competency and behavioral management in high poverty and high minority settings. As one #edchatri participant noted, cultural competency "is a key factor in enabling [teachers] to be effective with students from cultures other than their own." One #edchatri participant said that "teacher prep must have more than one 'check box' [multiculture]/diversity course." Participants voiced a need to increase cultural competency of both current and future educators.

During conversations about why greater percentages of educators in middle schools are inexperienced and unqualified, stakeholders noted that program completers in elementary and/or secondary programs may not receive enough training on early adolescence even though they intend to apply for the middle school extension.

Conversations also highlighted a need to provide teachers with increased practicum and student teaching/internship experiences in high poverty and high minority schools.[48] Other stakeholders noted that few candidates are placed in middle schools for their student teaching/internship.[49] Finally, some posited that preparation providers may not be helping candidates identify their strengths as they may relate to working with specific groups of children or in challenging settings and encourage them to pursue particular certificates or work. Providing practicum and student teaching/internship experiences in a variety of settings may increase the likelihood that program completers consider working in highest minority, highest poverty, and middle school settings and help program completers identify the best fit placement for them.

Research best practice on practicum and student teaching/internship experiences and propose a policy change if appropriate. Current requirements for full teacher certification include a minimum of 12 weeks of student teaching and a minimum of 60 hours field experience prior to teaching. Stakeholders expressed that this period of time is too short. In response to this feedback, RIDE staff will partner with a technical assistance center and/or a local university to research best practices related to practicum and student teaching/internship opportunities. This research will focus not only about length of time but also the characteristics of high quality experiences. RIDE will present findings and recommendations to the Rhode Island Council on Elementary and Secondary Education, which ultimately is responsible for setting certification requirements. RIDE will also continue to closely monitor practicum and student teaching/internship expectations that are grounded in the state's new preparation standards and assessed during PREP-RI visits to ensure that the practicum experience is not only of sufficient length but of sufficient quality.

Performance objectives:

- By October 2015, RIDE will find a research partner to support research.
- By October 2016, RIDE will share results of the study with the Rhode Island Council for Elementary and Secondary Education.

[48] Educator preparation programs may self-report the LEA where program completers complete their student teaching/internship in an optional field on the Ed Prep Portal. Because the field is optional and this was the first year of data collection, RIDE has data on fewer than half of preparation program graduates. In addition, because the placement is identified by LEA rather than school, we cannot get a true sense of school demographics and culture. Of the 318 preparation program graduates for which we have data, 24 percent completed their practicum in high poverty LEAs and 14 percent completed it in low poverty LEAs. Sixteen percent of students for which we have data completed their practicum in high minority LEAs and 8 percent completed it in low minority LEAs. Source: Ed Prep Portal

[49] In Rhode Island, the practicum consists of all experiences prior to student teaching.

Facilitate ongoing learning related to educator preparation standards. RIDE meets quarterly with educator preparation programs. During the quarterly meetings, RIDE will provide structured times for preparation programs to discuss and share best practices related to specific components in Rhode Island's Educator Preparation Program Standards[50] that connect to root causes identified by stakeholders.[51]

Performance objectives:

- By June 2016, RIDE will spend an hour of three preparation program quarterly meetings focused on discussing and sharing best practices related to the standards.
- Between June 2016 and June 2018, results of surveys administered by preparation programs will indicate:
  - An increase in the percentage of program completers feeling prepared to work in a high poverty school.
  - An increase in the percentage of program completers feeling prepared to work in a high minority school.
  - An increase in the percentage of employers reporting teachers are prepared to work and effective in their schools.
  - An increase in program completers intending to work in a high poverty or high minority school.

Continue to coordinate opportunities for LEAs and programs to meet and build partnerships. Standard 2 of Rhode Island's Educator Preparation Program Standards[52] focuses on clinical partnerships. RIDE has already begun facilitating conversations between LEAs and preparation programs by inviting preparation providers to at least one district network meeting annually. This year, assistant superintendents and preparation program providers reviewed part of standard 2 and talked about what this standard looks like in practice. RIDE will continue to work to share best and innovative models of teacher-preparation partnerships and provide additional tools as needed to support intentional planning of practicum and student teaching/internship experiences.[53]

---

[50] RIDE, 2013

[51] These standards are 1.6 Equity, 2.1 Clinical Preparation, 2.2 Impact on Student Learning, 2.3 Clinical Partnerships for Preparation, 2.4 Clinical Educators, 3.1 Diversity of Candidates, 3.2 Response to Employment Needs, 5.1 Collection of Data to Evaluate Program Quality, and 5.2 Analysis and Use of Data for Continuous Improvement.

[52] RIDE, 2013

[53] Sample activities may include connecting preparation programs to other programs in RI and in other states that are doing this work well. For example, Rhode Island College and the Central Falls School District are currently partnering to implement the Innovation Lab, a unique collaboration aimed to meet the needs of the Central Falls community and advance teacher learning and practice at Rhode Island College. Although this model may not be replicable large-scale, there may be lessons learned that other preparation programs and LEAs can glean from a visit.

- By June 2016, RIDE will coordinate an opportunity for LEAs and programs to continue discussions about co-construction of partnerships.

Conduct a focus group with principals to identify the characteristics and dispositions of effective middle school teachers in their schools. In order to better understand why some middle school teachers stay and why others may leave working in middle school, RIDE will conduct a focus group with principals. The results of this focus group will be shared with preparation providers and will be used to generate next steps.

Performance objectives:

- By December 2015, RIDE will schedule a focus group with principals.
- By June 2016, RIDE will conduct the focus group.
- By October 2016, RIDE will share focus group results with preparation providers and identify next steps.

Ongoing Data Collection & Analysis

Facilitate development/adaptation of program completer and employer surveys and offer technical assistance grounded in data inquiry. RIDE's new Performance Review for Educator Preparation—Rhode Island (PREP-RI) expects programs to annually survey program completers as well as employers of recent program completers. Programs should use data from the surveys to inform adjustments as part of their continuous improvement cycle. RIDE will support this work by sharing survey examples from other states and by convening programs interested in creating a statewide survey. RIDE will have access to survey data and use it to track progress and inform strategy selection. For example, if results indicate that candidates do indeed feel prepared to teach in high minority and high poverty schools, RIDE will conduct focus groups to pursue alternative strategies, such as focusing on educator compensation and teaching and learning conditions.

Performance objectives:

- By December 2015, RIDE will share survey examples from other states with educator preparation providers.
- By June 2016, educator preparation providers will draft and pilot program completer and employer surveys.
- By June 2017, educator preparation providers will implement program completer and employer surveys.

Root Cause 2: Confusing/Hard-to-Meet Certification Requirements

Educators in some stakeholder engagement sessions indicated that they thought cumbersome certification requirements, lack of transparency about the equivalent certificate in other states, and the structure of the certification grade ranges may contribute to equity gaps, particularly equity gaps at the middle school level. Stakeholders called for additional pathways into teaching; these discussions unearthed a lack of awareness of current pathways. Currently, there is not a standard approach to certification names and grade ranges across states; this may make it difficult for potential applicants to understand how their certificates in other states might transfer. Finally, in three stakeholder engagement sessions participants focused on grade level ranges for certification. Participants noted staffing challenges for middle school administrators because elementary certified teachers can only work in grade 6 at the middles school level and secondary certified teachers can only work in grades 7 and 8 at the middle school level. In addition, participants noted that educators often will get a middle school extension, work in middle school after graduation because that is where there are opportunities, and then move to elementary or secondary positions to use their primary certificate when positions become available.

Increase understanding of new pathways and certificates. In January 2015, RIDE introduced a new credential review process that allows individuals with experience working in Pre-K to 12 academic settings to demonstrate their proficiencies in the pedagogical and content competencies to pursue RI certification. RIDE also introduced two new preliminary certificates: an expert residency certificate designed to increase opportunity for individuals to seek and secure employment while pursuing requirements of full RI certification and a visiting lecturer certificate to allow individuals with distinctive qualifications but not a teaching certificate to support and enhance educational programs. However, in stakeholder sessions, multiple stakeholders were unaware of these changes. In an effort to increase clarity related to certification, RIDE will conduct a focus group with program completers and current educators on how to increase the clarity of the information on the website and make adjustments as needed. RIDE will also share certification information through varied methods, including social media.

***Performance objectives*:**

- By December 2015, RIDE will conduct a focus group on the certification website and gain feedback on how to increase the clarity of the information available.
- By October 2016, an increased number of candidates will obtain certificates through credential review and an increased number of candidates will obtain expert residency certificates.
- By June 2017, fewer teachers in highest poverty and highest minority LEAs will hold emergency certificates.

As needed and based upon results of a district needs assessment.

As needed, provide certification support in highest poverty and highest minority schools. RIDE will offer targeted support to human resources departments and building administrators in highest poverty and highest minority schools to help them recruit and retain qualified educators and ensure that all certificated professionals are fully certified or making progress toward certification. Each LEA with highest poverty and highest minority schools will be paired with a RIDE Office of Educator Quality and Certification staff member to serve as their consistent contact throughout the year.

***Performance objectives*:**

- By June 2016, RIDE will identify if LEA partners would benefit from certification support.
- *If applicable,* by November 2016 the RIDE Office of Educator Quality will meet with LEA partners to begin providing targeted certification support.
- By June 2018, fewer teachers in highest poverty and highest minority LEAs will hold emergency certificates.

Offer information sessions for educators and potential candidates considering pursuing certificates in shortage areas. [54] If needed, the Office of Educator Quality and Certification will offer information sessions in LEAs serving highest poverty and highest minority schools to hopefully encourage current educators to learn more about certification opportunities but will be open to the public. Each session will include an overview of requirements to obtain preliminary and full certificates. In addition, RIDE will invite LEAs with highest poverty and highest minority schools to talk about job prospects and will invite preparation providers to talk about their programs. RIDE will advertise these sessions to high school students, current preparation program students, City Year fellows, and potential career changers.

Performance objectives:

- By December 2016, RIDE will host up to three information sessions for prospective educators.
- By January 2018, the number of educators certified in shortage areas will increase.

[54] Shortage areas are secondary grades English as a second language, elementary English as a second language, middle/secondary special education, secondary grades chemistry, secondary grades general science, and secondary grades mathematics (RIDE, 2014).

Root Cause 3: Lack of a Diverse Cohort of Educators and Candidates

Stakeholders identified a lack of diversity as a root cause of equity gaps. Stakeholders posited that increasing educator diversity in schools would increase cultural competency of the workforce overall. The 2020 Strategic Plan draft identifies increasing the diversity of the educator workforce as a priority. RIDE has also recently applied for technical assistance from the National Governor's Association focused on increased diversity and cultural competence of the state's educator and leader workforce.

Serve as a thought partner to preparation providers and LEAs as they work to increase the diversity of the educator workforce. RIDE will help share research and information from national and local experts on high leverage strategies for recruiting a diverse cohort of teachers. RIDE will share this information with preparation providers and LEAs. RIDE will also work to foster stronger relationships with community organizations like City Year who have recent graduates working in education-related positions. In addition, RIDE will work with educator preparation providers to support implementation of new minimum entry requirements for educator preparation programs while also increasing the diversity of the teaching force.[55]

Performance objectives:

- By June 2016, RIDE will share information with preparation providers and LEAs through a webinar or at scheduled network and educator preparation meetings.
- By June 2016, RIDE will engage diversity leaders of educator preparation providers in dialogue related to minimum admissions requirements.
- By June 2017, RIDE will share data on preparation program progress in meeting minimum admissions requirements and identify where programs are following short.

Teacher and Leader Support

Root Cause 4: Insufficient Professional Learning, Induction and Coaching

Rhode Island policies and guiding documents emphasize the importance of offering ongoing professional learning and support to educators throughout their careers. Rhode Island's soon-to-be-released 2020 strategic plan identifies teacher and leader support as a priority and the state's Basic Education Plan identifies that the LEA is responsible for providing differentiated support to all staff, including induction programs, mentoring, and coaching.[56] However, given tight

[55] Educator preparation programs must implement these new minimum entry requirements beginning with the 2016-17 admitted cohort of students.
[56] Rhode Island Board of Regents for Elementary and Secondary Education, 2009, p. 34

budgets and competing priorities, educators, especially school leaders, do not always have access to high quality professional learning and supports, as stakeholders in all engagement sessions noted.

Specifically, stakeholders noted a lack of induction and coaching opportunities for inexperienced educators in highest minority and highest poverty schools and limited co-teaching opportunities. Participants noted that principals need increase opportunities to engage in meaningful professional learning and receive feedback on their practice, such as through induction, coaching, and more feedback through the building administrator evaluation system. Stakeholders also noted a particular need to ensure that not only program completers are culturally competent but also that current educators receive supports. As one participant put it, in many communities in Rhode Island "the community changes under a workforce that doesn't," thus highlighting the need to ensure that all educators can communicate with and support a diverse educational community.

Facilitate cross-LEA collaboration related to assessing and improving cultural competency. Ensuring cultural competency is critical not only in highest poverty and highest minority schools but across the state. In addition to the targeted support from OSCAS, RIDE will provide a series of structured opportunities for RIDE staff members and LEAs to engage with each other around issues of cultural competence, including:

- **Network meeting**. RIDE will use an hour of a network update meeting to engage assistant superintendents in cross-LEA conversations about what cultural competency is and how they might increase the cultural competency of teachers.
- **Webinar**. RIDE will also hold a webinar open to LEAs focused on sharing resources and strategies related to assessing and building cultural competency.
- **PD community**. RIDE will create a community on its new professional development platform. Using this community, RIDE and LEAs will post resources and engage in ongoing communications about this important issue.

RIDE will seek leverage resources from and expertise of national experts, including the Metropolitan Center for Research on Equity and Transformation of Schools, the Northeast Comprehensive Center, REL-NEI and the Equity Assistance Center.

Performance objectives:

- By December 2015, RIDE will host a brown bag meeting for RIDE staff members focused on cultural competency.
- By June 2016, RIDE will host a webinar for LEAs on cultural competency.
- By June 2016, RIDE will create an online PD community focused on

cultural competency.

- By October 2016, LEAs will collaborate to identify how to increase cultural competency of their staff.
- Between June 2016 and June 2018, results of a teaching conditions survey will indicate:
  - An increase in the percentage of teachers and school leaders who report receiving explicit training and support related to cultural competency.
  - An increase in the efficacy of educators implementing culturally responsive instructional practices

Continue providing job-embedded coaching related to educator evaluation through the principal partnership. In an effort to help interested school leaders realize the full potential of the evaluation and support process to act as a lever for improving teaching and learning, RIDE established a principal partnership program for the 2014-15 school year.[57] In 2014-15, only one principal from a highest poverty and highest minority school applied and participated in the principal partnership. Moving forward, RIDE will continue this work and will prioritize principal applicants working in high poverty and high minority schools.

Performance objective:

- By October 2015, RIDE will collect applications from at least 5 principals in high poverty or high minority schools.
- By October 2015, RIDE will interview and select at least two principals in a high poverty or high minority school to partner with in the 2015-16 school year.
- By June 2016, participants from high poverty and high minority schools will indicate on a survey that the principal partnership has helped them improve their practice related to evaluating teachers and support professionals and will indicate that participating in the partnership has been a valuable experience.

Identify ways to improve LEA implementation of educator evaluation. If LEAs and RIDE ensure that the evaluation system is being implementing with fidelity, meaning that all educators receive high quality

[57] Principals interested in participating in the partnership submitted applications and participated in an initial interview. Based on the applications and interview, RIDE selected ten principals to participate in the 2014-15 cohort. RIDE paired each principal with a RIDE staff member or consultant who is knowledgeable about the teacher evaluation model and who has experience supporting implementation of the model. Partnerships are tailored to the needs of administrator and provide ongoing coaching throughout the year. During their mid-year interviews, all participants who met regularly with their partners reported that the coaching experience was positive and improved their practice.

feedback on their practice, then teachers will improve their practice over time and be better prepared to support all students. RIDE will partner with the educator evaluation advisory committee and an institute of higher education (IHE) to develop, pilot, and revise a tool that RIDE and LEAs can use to assess implementation quality. RIDE will use the assessment tool in 10 schools annually beginning in 2016-17.

Performance objectives:

- By October 2015, RIDE will contact faculty members of institutes of higher education teaching evaluation courses and identify an IHE partner.
- By June 2016, RIDE will pilot the tool with principal partnership participants and/or educator evaluation advisory committee members.
- By June 2017, RIDE will use a revised version of the assessment tool in 10 schools and provide feedback to LEAs on their implementation.

Improve training on and support for building administrator evaluations. Given limited resources, RIDE and LEAs have focused in recent years on implementation of teacher and support professional models. Recognizing the critical role that building administrators play in the building, RIDE will work with the educator evaluation advisory committee in fall 2015 to identify additional training needs related to the building administrator model and provide additional support during the 2015-16 school year. Sample supports might include: suggestions on how to increase superintendent capacity to evaluate building principals by using complementary evaluators and peer teams, guidance on how to use the building administrator model with assistant principals, additional in-person trainings, coaching for superintendents and other principal supervisors, and online modules. If principals are receiving higher quality feedback on their practice, then they may improve their practice, create a strong school community where teachers want to work, and persist in working in highest minority and highest poverty schools.

Performance objective:

- Between June 2016 and June 2018, results of educator evaluation implementation surveys will indicate an increase in the number of principals reporting receiving high quality feedback on their practice.

Convene professional organizations that prepare and support leaders to conduct a gap analysis of current offerings and supports. RIDE will convene principal and superintendent associations, non-profits, preparation programs, and other programs that currently prepare and support leaders to analyze current professional learning and growth opportunities for school and LEA leaders. RIDE will help these organizations conduct a gap analysis of high quality offerings and identify next steps for addressing any

gaps, such as by creating new opportunities or changing opportunities to better reflect needs in the field.

Performance objective: By December 2016, RIDE will convene professional organizations that prepare and support leaders to conduct a gap analysis of current offerings and supports.

Convene principals and coordinate cross-LEA professional learning opportunities for school leaders in high minority and high poverty schools. As part of Race to the Top, 90 school leaders received coaching and training in 11 LEAs in Rhode Island and participated in ongoing early career support and professional learning. This learning was focused on addressing the needs of students in turnaround schools. However, given current funding, RIDE's role as a provider of professional learning opportunities is unsustainable. Instead, RIDE will work to coordinate and better leverage cross-LEA collaboration and sharing of resources and expertise. Sample activities may include:

- Convening school and LEA leaders on a semi-annual basis and having leaders at high performing, high poverty and high performing, high minority schools share their lessons learned and best practices
- Establishing an online professional learning community on RIDE's new PD portal where RIDE and LEAs can share resources
- Establishing an instructional rounds model
- Connecting LEA and school leaders interested in co-funding professional learning opportunities

Performance objectives:

- By October 2016, RIDE will set up an online professional learning community on RIDE's PD portal.
- By October 2017, RIDE will see an increase in use of the professional learning community on RIDE's PD portal as noted through website analytics.

Analyze disproportionality data and provide targeted supports as needed to schools with disproportionate representation of racial and ethnic groups in special education and related services. As part of its State Performance Plan and requirements under IDEA, the RIDE Office of Student, Community, and Academic Supports (OSCAS) currently monitors disproportionality data in special education identification, in placement, and in discipline. The RIDE OSCAS office will continue to monitor this information statewide and will continue to provide targeted support to disproportionate schools in the areas of culturally responsive instructional strategies, assessment methods, and social emotional/behavioral supports that address the needs of diverse students. If

RIDE provides targeted support to schools with a disproportional representation of racial and ethnic groups in special education and related services, then teachers will be better prepared to work in diverse school settings.

Performance objective:

- Between 2016 and 2018, RIDE will see a decrease in the percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

As needed and based upon results of a district needs assessment

Work towards establishing a robust regional induction model for inexperienced educators, especially those working in highest minority and highest poverty schools. RIDE offered a statewide induction program from Fall 2011 through Spring 2014 using Race to the Top funding. Despite evidence showing that both teachers and administrators perceived positive impacts of induction,[58] RIDE no longer offers a statewide, state-funded induction model due to a lack of funding but continues to support implementation of LEAs choosing to work within a regional partnership model. Research shows that induction programs can increase teacher retention rates, accelerates beginning teacher growth, and help educators feel supported. Therefore, if RIDE continues to provide training to induction coaches and works with districts with highest poverty and highest minority schools to find funding to support induction, then program completers may be more likely to consider working and staying in a highest minority and highest poverty school and current teachers may stay in highest minority and highest poverty schools longer, thus addressing equity gaps related to experience, qualifications, and out-of-field assignments.

Performance objectives:

- By June 2018, RIDE will have a robust regional induction model in place.
- By June 2018, 75 percent of beginning teachers in highest poverty and highest minority schools will be supported by an induction model.

[58] In 2013-14, RIDE provided induction to 196 teachers. Of the 162 who responded to a mid-year survey, 96 percent responded that their coach was effective or highly effective in helping to improve their practice. Nearly 80 percent noted that coaching had a significant impact on incorporating new strategies into their instruction and more than 60 percent said coaching had a significant impact on implementing effective classroom management techniques and procedures. On an administrator survey, nearly 80 percent of 78 administrators reported that beginning teachers supported by induction coaches showed a quicker acceleration in performance and growth than beginning teachers in previous years and that the induction coach's work with the beginning teacher had a positive impact on student learning. More than 70 percent of administrator respondents indicated they are more likely to hire a beginning teacher due to the support of induction coaches.

Support LEA self-assessment of financial allocation for professional learning and support. Similar to trends nationally, most RI LEAs allocate Title II, Part A funds for professional development opportunities for teachers and paraprofessionals and to reduce class size. However, reducing class size is expensive and research findings related to its impact are mixed.[59] Furthermore, traditional professional development opportunities have produced mixed results at best. Recognizing that the most meaningful professional development is ongoing, job-embedded, and coupled with application and feedback, the RIDE Office of Educator Quality and Certification and Office of Statewide Efficiencies will work technical assistance centers (e.g. Northeast Comprehensive Center, Center for Great Teachers and Leaders) with the RIDE Office of Statewide Efficiencies review school LEAs' use of Title II funds and identify areas where LEAs might use funds differently to better reflect best practices and support school and LEA needs identified in teacher- and student-level data. If RIDE and LEAs use funding to provide higher quality supports to teachers, then they may be more likely to persist in their current assignments and reduce teacher turnover.

Performance objectives:

- By June 2016, RIDE will adopt or create a tool to assess LEA use of federal funding.
- *If needed,* by October 2016, two LEA partners will successfully implement a self-assessment of financial allocations for professional learning and support.
- *If needed,* by June 2017, all LEAs supporting highest poverty and highest minority students will self-assess financial allocations for professional learning and support.
- By June 2018, results of teaching conditions survey will indicate an increase in the percentage of teachers and school leaders reporting feeling supported.

Human Resource Policies and Practices

Root Cause 5: Ineffective Recruitment, Hiring and Staff Management Practices

Stakeholders in all sessions expressed concern about poor hiring and staff management practices statewide but particularly in large, urban LEAs. Specific practices cited included late hiring timelines, forced assignment, lack of principal voice in the teacher hiring process, and a lack of intentional student-teacher-leader matching. Stakeholders also cited the current contracts that may perpetuate poor hiring and staff management practices, such as disincentives to announce

[59] Chingos and Whitehurst, 2011

retirements early and use-or-lose leave time. Multiple stakeholders thought some LEAs had high rates of educator absenteeism that needed to be addressed.

As needed and based upon results of a district needs assessment

Help union and LEA leaders, including human resource directors, self-assess recruitment, hiring, staff management, and compensation policies and practices. RIDE will help unions and LEAs serving highest poverty and highest minority schools self-assess recruitment strategies, hiring processes, and contracts to identify ways to improve talent management practices. RIDE will offer to meet regularly with LEA leaders and HR directors from highest poverty and highest minority schools and provide more targeted support. Activities may include supporting LEAs in an audit of talent management practices, sharing context-specific best practices with human resource directors, and facilitating visits to LEAs and schools with exemplary context-specific talent management practices.

Performance objectives:

- By June 2016, two LEA partners will self-assess recruitment, hiring, staff management, and compensation policies and practices.
- By December 2017, one LEA partner will implement one or more changes to recruitment, hiring, staff management, and compensation policies and practices.

Facilitate reviews of LEA-level equity data. These reviews will help LEAs determine their hiring trends and needs. LEAs can also use the results of these reviews to determine where they might offer incentives or differentiated compensation in order to attract and retain more qualified educators. RIDE will establish a menu of supports available to schools and LEAs and will help school and LEA leaders develop a targeted support plan based on the results of their data reviews.

Performance objectives:

- By June 2016, RIDE will facilitate a review of LEA-level equity data with two LEA partners.
- By December 2016, RIDE and two LEA partners will develop and begin implementing a targeted support plan.

Pursue data sharing agreement with retirement board. The Retirement Board currently collects exact hire and retirement dates of all educators. RIDE currently collects assignment dates in the PAS, but data quality remains inconsistent; some LEAs enter dates all at once or do not enter precise dates. In order to collect more accurate data and reduce data reporting requirements placed on LEAs, RIDE will pursue a data sharing agreement with the retirement board. Improving the quality of data will enable RIDE to identify trends within and across LEAs and identify areas where additional guidance may be needed.

Performance objectives:

- By October 2015, RIDE will contact the retirement board with the request.
- By October 2016, RIDE will establish a data sharing agreement with the retirement board.
- By June 2017, RIDE will share results of analysis of assignment and retirement dates at a network meeting and publish online.

Collect data on the number of vacancies as of September 1st. RIDE will work with LEAs to collect data on the number of vacancies through an online survey or through the human resources listserv. Vacancy information will provide RIDE with additional data on where strategic talent management support may be needed to help LEAs and schools recruit and hire qualified educators.

Performance objectives:

- By October 2016, RIDE will collect data on school vacancies.
- By January 2017, RIDE will report on the number of vacancies.

Analyze long-term substitute data. RIDE will analyze which schools and LEAs use long-term substitutes, for which subjects, and for how long. These data will provide RIDE and LEAs with additional insights into human resource policies and shortages and can be used by LEAs to think strategically about the quality of long-term substitutes and how they support or council out these educators.

Performance objectives:

- By October 2015, RIDE will analyze long-term substitute use.
- By December 2015, RIDE will report on long-term substitute data at a LEA network meeting.
- By December 2017, RIDE will see reduced usage of long-term substitutes.

Collect and analyze educator attendance data. The Educator Equity Profile on the U.S. Department of Education website shares the percentages of teacher absent more than 10 days and shows gaps between high poverty and low poverty quartiles as well as between high minority and low minority quartiles.[60] Although RIDE has concerns about the quality of the data, it recognizes the potential need to further investigate the issue of teacher attendance. RIDE has convened a task force focused

[60] U.S. Department of Education, 2014.

on teacher attendance. This task force will continue to meet to determine how to begin a standardized collection of educator attendance data. If RIDE collects and analyzes educator attendance, it will be better able to calculate the number of chronically absent educators, identify equity gaps using these data, and take action steps to address gaps.

Performance objectives:

- By June 2016, RIDE will gather information on how LEAs currently document, monitor, and report educator absenteeism.
- By October 2016, RIDE will develop standardized definitions for reporting educator absences and determine how to collect data from LEAs that do not use an electronic time management reporting system.
- By June 2018, RIDE will collect its first formal collection and will share preliminary findings with LEAs.

Root Cause 6: Unfavorable Perceptions of High Poverty and High Minority Schools

Stakeholders in the April 13th and April 14th sessions, as well as RIDE staff, noted that many people hold unfavorable perceptions of the cities with the highest poverty and highest minority schools. Negative press may contribute to these perceptions and deter potential candidates from applying.

The strategy listed under Root Cause 8 addresses Root Cause 6.

Root Cause 7: Limited Career Paths and Leadership Opportunities

Rhode Island teachers have limited flexibility and few career paths, according to stakeholders at all engagement sessions. In their root cause analysis, stakeholders noted there are few part-time teaching opportunities and limited opportunities for career advancement. In addition, a rigid salary structure provides few if any opportunities to be rewarded for exceptional performance; instead, time in the profession and level of education often determine a teacher's compensation. This root cause is consistent with recent literature and recent efforts, such as the national Teach to Lead initiative, focusing on restructuring staffing, creating career ladders, and offering opportunities for teacher leadership.[61] Increasing teacher leadership opportunities is also a key strategy for the 2020 Strategic Plan, focused on providing multiple pathways for taking on leadership roles as a teacher or administrator based on recognized expertise.

The strategy listed under Root Cause 8 addresses Root Cause 7.

[61] Teach Plus, 2015.

Root Cause 8: Lack of Competitive Compensation

Stakeholders in stakeholder engagement sessions noted that compensation in LEAs with high poverty and high minority schools is not sufficiently higher than LEAs with low poverty and low minority schools. Analysis of 2013-14 salaries confirms this observation. Step 1 and Step 10 teacher salaries were below average in two of the three LEAs with highest poverty and highest minority schools for which we have data.[62] All three LEAs have additional steps beyond 10. However, when comparing the highest step of the salary scale for each LEA, two of the three LEAs with highest poverty and highest minority schools were below the state average. For more information, see Appendix VIII.

Teachers in Providence have less earning potential than in other New England cities.[63] Starting salaries, ending salaries, and lifetime earnings for teachers (adjusted for cost of living) are higher in Hartford (CT), Boston (MA), Portland (ME), Springfield (MA), New Haven (CT) and Burlington (VT) than in Providence. Only Bridgeport (CT) had lower adjusted starting salary, adjusted ending salary, and adjusted lifetime earnings compared to Providence. For a table comparing these LEAs, see Appendix VIII.

Assemble a task force focused on elevating education professions. RIDE will recruit and convene a task force of approximately 16 to 20 stakeholders dedicated to studying ways to elevate teaching and leading, particularly in highest poverty and highest minority areas. This task force will be divided into three subcommittees that each assume ownership for studying one of the following topics:

- Improving communications about education, particularly education in urban areas
- Increasing teacher leadership opportunities
- Implementing sustainable, innovative, and competitive compensation policies
  - RIDE will support each subcommittee by sharing resources and recruiting guest speakers as appropriate. At the end of the year, the task force use findings from each subcommittee to prepare a set of recommendations for the state, LEAs, and community organizations. By increasing knowledge of best practices and calling attention to the importance of elevating the education profession, LEAs and will be better able to attract and retain more qualified, excellent educators.

Performance objectives:

- By October 2015, RIDE will assemble a task force from a diverse group of stakeholders, including: educators of the year, state legislators, local journalists and newscasters, local businesses, educator unions and associations, educator preparation providers, and

[62] These data do not include information for charter schools.
[63] Joseph & Waymack, 2014

professionals from nonprofit organizations.

- By June 2016, the task force will meet at least four times.
- By October 2016, the task force will present its recommendations and findings via blog, report, and/or presentations.
- By June 2018, RIDE, LEAs, and supporting organizations will implement at least three recommendations of the task force.
- Between June 2016 and June 2018, results of preparation program candidate surveys will indicate:
  - An increase in the percentage of program completers feeling prepared to work in a high poverty school.
  - An increase in the percentage of program completers feeling prepared to work in a high minority school.
  - An increase in teacher candidate intent to work in a high poverty or high minority school.
  - Increased program completer efficacy in working with a diverse student population, parents and the community.
- Between June 2016 and June 2018, the number of educators reporting on a survey that there are teacher leadership opportunities available will increase.

Teaching and Learning Conditions and Supports

Root Cause 9: Poor teaching and learning conditions and insufficient resources. This claim is supported by research, which finds that teaching and learning conditions impacts job satisfaction and job attrition.[64] A common root cause identified in stakeholder sessions included a lack of sufficient resources and supports in highest poverty and highest minority schools. However, when asked which supports were insufficient, responses from stakeholders varied.[65] The most commonly identified resource gaps were poor facilities, lack of funding for arts and enrichment, and inadequate support from social services. Multiple participants also noted that teachers tend to follow strong leaders when they move to another location and often leave a school when school leadership is lacking.

[64] Ladd, 2011. Cha & Cohen-Vogel, 2011, Bormon & Dowling, 2008

[65] In stakeholder engagement sessions, participants noted that teachers in highest poverty and highest minority schools lacked access or had inequitable access to the following: quality facilities, funding for arts and enrichment, high quality curriculum, RTI resources, culturally responsive curriculum, supports for ELL students, quality textbooks, technology, and support from social services.

Explore feasibility of administering a survey of teaching and learning conditions. RIDE administered an administrator and teacher survey in 2013-14 and reported publicly the administrator survey data on InfoWorks. However, due to low response rates and a lack of funding, RIDE discontinued data collection. RIDE recognizes that survey data, when sufficiently rich, can help RIDE and LEAs make data-based decisions about the allocation of resources, the implementation of targeted recruitment strategies, and the offering of professional learning.[66] RIDE and the Educator Evaluation Committee will study various available tools and strategies for increasing response rates in order to assess whether to re-introduce a survey.

Performance objective: By June 2016, RIDE will identify potential instruments for RIDE or LEAs to adopt.

As needed and based upon results of a district needs assessment

Help LEAs improve teaching and learning conditions. The RIDE Office of Educator Quality and the RIDE Office of Transformation and Charter Schools will work with highest poverty and highest minority schools to help them self-assess teaching and learning conditions in their buildings. Activities might include:

- Connecting schools and LEAs to resources and supports related to teaching and learning conditions
- Facilitating reviews of teaching and learning condition data gathered at the LEA level
- Identifying ways to use Title I, Part A and Title II, Part B funds to improve school climate and teaching and learning conditions

Performance objective:

- By June 2017, at least two LEAs with high poverty and high minority schools will complete a self-assessment of teaching and learning conditions.

For a complete implementation timeline, see Appendix IX.

[66] New Teacher Center, 2015

Monitoring and Reporting Progress

RIDE is committed to continuous improvement through ongoing two-way, data-based conversations. Ways RIDE will report progress will include the following:

Ongoing data sharing and supports. As RIDE collects and analyzes additional data, RIDE will support LEAs in analyzing and using this information to support their work.

Regular engagement with stakeholder groups. RIDE will report to and engage with other key stakeholder groups identified in the stakeholder engagement session of this plan at least annually.

Web page and blog. RIDE will maintain a web page and blog focused on highlighting state implementation of equity plan strategies and reporting progress toward performance objectives.

Annual reporting. RIDE will publish an annual report each October on the equity gaps identified in this plan as well as additional equity gaps identified in the future in the equitable distribution of teachers in the state and publish it on the website. In addition to providing updates on progress towards performance objectives, the report will include analyses of the distributions of the following:

- Inexperienced teachers and support professionals
- Inexperienced leaders
- Unqualified teachers and support professionals
- Out-of-field teachers
- Less-than-effective teachers and support professionals
- Less than-effective leaders
- Chronically absent teachers and support professionals
- Chronically absent administrators

Adjustments to the plan. If data show that strategies as implemented are not impacting equity gaps, then RIDE will re-evaluate whether to supplement current strategies or supplant strategies with new ones.

For a detailed list of strategies, timelines, performance objectives, monitoring plans, and reporting plans, see Appendix IX.

Conclusion

Rhode Island is committed to ensuring that all students in Rhode Island have equitable access to excellent educators. This equity plan, supported by both our basic education program and strategic plan, prioritizes increasing access to excellent educators. Through the implementation of this plan and other current efforts, Rhode Island will improve talent management practices and reduce equity gaps, ultimately bringing us closer to our goal of education: to ensure that all of our graduates are ready for success in college and in challenging careers.

References

Boyd, D. Lankford, H., Loeb, S. Rockoff, J., and Wyckoff, J. (2008). *The narrowing gap in teacher qualifications and its implications for student achievement*. NBER Working Paper 14021. Retrieved from http://www.nber.org/papers/w14021.

Bormon, G.D. & Dowling, N.M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Effectiveness and School Review of Educational Research*, 2008, 78(3), 367-409.

Branch, G.F., Hanushek, E.A., & Rivkin, S.G. (2013). School leaders matter. *Education Next, 13*(1).

Cha, S. and Cohen-Vogel, L. (2011). Why they quit: A focused look at teachers who leave for other occupations. *School Improvement*, 22(4), 371-39.

Chingos, M. & Whitehurst, R. (2011). Class size: What research says and what it means for state policy. Washington, DC: Brookings. Retrieved from http://www.brookings.edu/research/papers/2011/05/11-class-size-whitehurst-chingos/

Clark, D., Martorell, P., & Rockoff, J. (2009). School principals and school performance. National Center for Analysis of Longitudinal Data in Education Research.

Clotfelter, C., Ladd, H., & Vigdor, J. (2007). *How and why do teacher credentials matter for student achievement?* Retrieved from http://www.nber.org/papers/w12828.

Clotfelter, C., Ladd, H., Vigdor, J. & Wheeler, J. (2006-2007). High-poverty schools and the distribution of teachers and principals. 85 N.C. L. Rev. 1345 2006-20072. Retrieved from http://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=2558&context=faculty_scholarship

Coelli, M. & Green, D.A. (2012). Leadership effects: School principals and student outcomes. *Economics of Education Review, 31,* 92-109.

Harris & Sass. (2007). *Teacher training, teacher quality, and student achievement*. Retrieved from http://files.eric.ed.gov/fulltext/ED509656.pdf

Hermann, M. A. & Rockoff, J.E. (2012). Worker absence and productivity: Evidence from teaching. *Journal of Labor Economics*, 749-82

Hermann, M.A. & Rockoff, J.E. (2010). Worker absence and productivity: Evidence from teaching. Retrieved from http://www.nber.org/papers/w16524.pdf

Hughley, J. P. (2013). *Latino students in Rhode Island: A review of local and national performances*. Bristol: The Latino Policy Institute at Roger Williams University.

Johnson, S.M., Kraft, M.A., & Papay, J.P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record*, 114(10), 1-39.

Johnson, S.M., Kraft, M.A., Papay, J.P. (2011, June 29). How context matters in high-need schools: The effects of teachers' teaching and learning conditions on their professional satisfaction and their students' achievement. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.394.4333&rep=rep1&type=pdf

Joseph, N. & Waymack, N. (2014). *Smart money: What teachers make, how long it takes and what it buys them.* Washington, DC: NCTQ. Retrieved from http://www.nctq.org/dmsView/Smart_Money.

Joseph, N., Waymack, N., & Zielaski, D. (2014). *Roll call: The importance of teacher attendance*. Washington, DC: NCTQ. Retrieved from http://www.nctq.org/dmsView/RollCall_TeacherAttendance.

Kane, Rockoff, and Staiger (2006). What does certification tell us about teacher effectiveness? NBER Working Paper 12155.

Kraft, M.A. & Papay, J.P (forthcoming). Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational Evaluation and Policy Analysis*.

Kraft, M.A. & Papay, J.P. (2014). Do supportive professional environments promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational Evaluation and Policy Analysis*, *36*(4), 476-500.

Ladd, H. (2011). Teachers' perceptions of their working conditions: How predictive of planned and actual teacher movement? , Educational Evaluation and Policy Analysis, 33(2), 236-361.

Loeb, S., Darling-Hammond, L., & Luzak, J. (2009). How teaching conditions predict teacher turnover in California Schools. *Peabody Journal of Education*, 80(3), 44-70.;

Marinell, W. H., & Coca, V. M. (2013). *Who stays and who leaves? Findings from a three part study of teacher turnover in NYC middle schools*. New York: The Research Alliance for NYC Schools.

Miller, R. (2012). *Teacher absence as a leading indicator of student achievement*. Washington, DC: Center for American Progress, 2012

New Teacher Center. (2015). Teaching and learning conditions initiative. Retrieved from http://www.newteachercenter.org/policy/teaching-learning-conditions-initiative

Rhode Island Board of Regents for Elementary and Secondary Education. (2009). *Basic education program regulations*. Retrieved from

http://www.ride.ri.gov/InformationAccountability/Accountability/BasicEducationProgram.aspx.

Rhode Island Department of Education. (2015) R.I. 2014 graduation rate rises, dropout rate declines. Retrieved from http://www.ride.ri.gov/InsideRIDE/AdditionalInformation/News/ViewArticle/tabid/408/ArticleId/206/R-I-2014-graduation-rate-rises-dropout-rate-declines.aspx.

Rhode Island Department of Education. (2014). *Rhode Island educator evaluation systems: Improving teaching and learning*. Retrieved from http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Education-Eval-Main-Page/FER_Year2_Report_Final.pdf.

Rhode Island Department of Education. (2013). *Rhode Island standards for educator preparation*. Retrieved from http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/Becoming-an-Educator/RIPA_Standards_2013.pdf.

Rice, J.K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, DC: Economic Policy Institute.

Sawchuck, S. (2015, March 24). New studies find that, for teachers, experience really does matter. *Education Week*. Retrieved from http://www.edweek.org/ew/articles/2015/03/25/new-studies-find-that-for-teachers-experience.html

Seashore-Louis, K., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010). Learning from leadership: Investigating the links to improved student learning. New York, NY: The Wallace Foundation. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Investigating-the-Links-to-Improved-Student-Learning.pdf

Teach Plus. (2015). *The decade-plus teaching career: How to retain effective teachers through teacher leadership*. Retrieved from http://www.teachplus.org/sites/default/files/publication/pdf/decade-plus_final.pdf

U.S. Department of Education. (2014). *Educator equity profile*. Retrieved from http://www2.ed.gov/programs/titleiparta/equitable/rieep.pdf.

Appendix I. Schools in the Highest Poverty and Highest Minority Groups

School Code	School Name	LEA Name	Level	School Classification
4101	Ella Risk School	Central Falls	ELEM	Warning
4104	Captain G. Harold Hunt School	Central Falls	EC	
4106	Veterans Memorial Elementary	Central Falls	ELEM	Focus
4601	The Learning Community Charter School	Learn. Com.	MID	Commended
4602	Segue Institute for Learning	Segue Institute	MID	Focus
7702	DCYF Alternative Education Program	DCYF	HIGH	Warning
26103	Joseph Jenks Junior High School	Pawtucket	MID	Typical
26106	Samuel Slater Junior High School	Pawtucket	MID	Warning
26118	Charles E. Shea High School	Pawtucket	HIGH	Priority
26119	Henry J. Winters School	Pawtucket	ELEM	Warning
26120	Elizabeth Baldwin School	Pawtucket	ELEM	Warning
26121	M. Virginia Cunningham School	Pawtucket	ELEM	Typical
28103	Leviton Dual Language School	Providence	ELEM	Typical
28106	Frank D Spaziano Elementary School Annex	Providence	ELEM	
28113	Dr. Jorge Alvarez High School	Providence	HIGH	Priority
28115	Asa Messer Elementary School	Providence	ELEM	Focus
28121	Alfred Lima, Sr. Elementary School	Providence	ELEM	Warning
28127	Webster Avenue School	Providence	ELEM	Warning
28130	Veazie Street School	Providence	ELEM	Warning
28134	Frank D. Spaziano Elementary School	Providence	ELEM	Focus
28135	George J. West Elementary School	Providence	ELEM	Focus
28139	Central High School	Providence	HIGH	Priority
28140	Carl G. Lauro Elementary School	Providence	ELEM	Priority
28142	Reservoir Avenue School	Providence	ELEM	Typical
28144	Gilbert Stuart Middle School	Providence	MID	Priority
28145	Nathanael Greene Middle School	Providence	MID	Typical
28147	Roger Williams Middle School	Providence	MID	Priority
28153	William D'Abate Elementary School	Providence	ELEM	Warning
28156	Robert L Bailey IV, Elementary School	Providence	ELEM	Priority
28157	Lillian Feinstein Elementary, Sackett Street	Providence	ELEM	Priority
28160	Mary E. Fogarty Elementary School	Providence	ELEM	Priority
28161	Harry Kizirian Elementary School	Providence	ELEM	Focus
28162	The Sgt. Cornel Young, Jr & Charlotte Woods Elemen	Providence	ELEM	Priority
28167	Urban Collaborative Accelerated Program	UCAP	MID	Typical
28170	Times2 Academy	Providence	MID	Typical
28178	Academy for Career Exploration (ACES)	Providence	HIGH	Leading

28182	Governor Christopher DelSesto Middle School	Providence	MID	Priority
28187	E-Cubed Academy	Providence	HIGH	Warning
28189	William B. Cooley, Sr. High School and the Provide	Providence	HIGH	Priority
28193	Providence Career and Technical Academy	Providence	HIGH	Focus
28606	Trinity Academy for the Performing Arts	TAPA	MID	Warning
28607	RI Nurses Institute Middle College Charter High Sc	RINI	HIGH	Typical
28608	Village Green Virtual Charter School	Village Green	HIGH	
28609	Achievement First Rhode Island	AF	EC	

Appendix II. Outreach Efforts

Log of Outreach Efforts: Stakeholder Engagement Sessions

The following table includes a running log of outreach efforts to invite members of various organizations to stakeholder engagement meetings:

Date	Name/Listserv	Affiliation
Direct Emails		
March 30, 2015	Frank Flynn Colleen Callahan	RIFTHP
March 30, 2015	Larry Purtill Jay Walsh	NEA - RI
March 31, 2015	Steven Nardelli	Rhode Island League of Charter Schools
March 31, 2015	Linda Twardowski	RICSNT
March 31, 2015	(b)(6)	National Association of Social Workers - RI
March 31, 2015	Mechanic-Holland	RISCA
March 31, 2015	Christine Lopes-Metcalfe	RI-CAN
March 31, 2015	Kyli Lamar	RI is Ready
March 31, 2015	Elizabeth Burke-Bryant	Kids Count
March 31, 2015	Ana Morales	Roger Williams University
March 31, 2015	Amy Awad	Progreso Latino
March 31, 2015	Jennifer Chapman	United Way of RI
March 31, 2015	Adam Greenman	United Way of RI
March 31, 2015	Dana Borelli-Murray	Highlander Institute
March 31, 2015	Alexis Moniz	Rhode Island Technical Assistance Project
March 31, 2015	info@cseari.org	Center for Southeast Asians
March 31, 2015	Brian Hull	New Leaders Council
March 31, 2015	Beth Raducha	Bristol Warren Education Foundation
March 31, 2015	Nazneen Rahman	Dorcas International Institute of Rhode Island
March 31, 2015	Mr./Ms. Cola	Roger Williams University
March 31, 2015	Elsa Dure	NAACP Providence Branch Rhode Island Mayoral Academies
March 31, 2015	Josh Klemp	Skills USA
March 31, 2015	Peg Rahmanian	Youth in Action
March 31, 2015	Shelbi Hoover	Inspiring Minds
March 31, 2015	Amie Galipeau	Rhode Island PTA
March 31, 2015	David Floyd	Teach for America
March 30, 2015	Tim Heavey	Blackstone Valley Prep
March 30, 2015	Teresa Medeiros	Coventry Public Schools
April 3, 2015	Sulina Mohanty	Teach for America

Date	Name/Listserv	Affiliation
April 6, 2015	Nora Crowley	City Year
April 6, 2015	Aly Chatham	Blackstone Valley Prep
April 6, 2015	Michael Magee	Rhode Island Mayoral Academies
April 6, 2015	Elsa Dure	NAACP Providence Branch Rhode Island Mayoral Academies
April 6, 2015	Katelyn Silva	Rhode Island Mayoral Academies
April 6, 2015	Jessica Waters	Rhode Island Mayoral Academies Teachers of the Year
April 8, 2015	Carlene Fonseca	unknown
April 8, 2015	Deb Golding	Office of Special Needs, Rhode Island Department of Health
April 10, 2015	Elizabeth Winangun	Achievement First
April 23, 2015	Joe Crowley	RIASP
April 23, 2015	Tim Duffy	RIASC
April 23, 2015	Christine Lopes-Metcalfe	RI-CAN
April 23, 2015	Elizabeth Burke-Bryant	Kids Count
April 23, 2015	Dana Borelli-Murray	Highlander Institute
April 23, 2015	Nora Crowley	City Year
April 23, 2015	David Floyd	Teach for America
April 23, 2015	Chris Haskins	Paul Cuffee School
April 23, 2015	Lena Correa	The MET School
April 23, 2015	Taritha Hill-Cooper	Parent
April 23, 2015	Jason Becker	Community member
April 23, 2015	Kathleen Kiuper	RIPIN
April 23, 2015	Jeremy Chiappetta	Blackstone Valley Prep
April 23, 2015	Joy Souza	Blackstone Valley Prep
April 23, 2015	Eric Lopez	Chariho School LEA
April 23, 2015	Frank Flynn Colleen Callahan	RIFTHP
April 23, 2015	Larry Purtill Jay Walsh	NEA – RI
Listservs/email lists		
April 2, 2015	Charter school e-mail list	Charter school leaders
April 2, 2015	Talent pool list	Teachers of the Year Milken Award Winners
April 3, 2015	Rhode Island Special Education Advisory Committee discussion list	Parents Educators Individuals with Disabilities Educators, state and local administrators

Date	Name/Listserv	Affiliation
April 3, 2015	English language learner directors	English language learner directors
April 3, 2015	Field memo	LEA leaders
	Field memo	LEA leaders
Website postings		
March 31, 2015	Eventbrite	Public
April 3, 2015	Rhode Island Department of Education website	
April 3, 2015	ELL director Wiggio space	
April 3, 2015	Rhode Island Department of Education website	
Twitter		
Daily from March 31 to April 17, 2015	In addition to general tweets, direct tweets to the following: @ (b)(6) @ @ @ @ @ @ @ @ @dana_morel	Teachers School administrators Governor's office staff Community organization leaders
April 9, 2015	#edchatri (a weekly edchat)	Teachers School administrators
April 11, 2015	#allkids (an education conference in RI)	Teachers School administrators
April 12, 2015	#edchatri (a weekly edchat)	Teachers School administrators

Log of Outreach Efforts: Targeted Feedback Session

Date	Name/Listserv	Affiliation
Direct Emails		
April 23, 2015	Joe Crowley	RIASP
April 23, 2015	Tim Duffy	RIASC
April 23, 2015	Christine Lopes-Metcalfe	RI-CAN
April 23, 2015	Elizabeth Burke-Bryant	Kids Count
April 23, 2015	Dana Borelli-Murray	Highlander Institute
April 23, 2015	Nora Crowley	City Year
April 23, 2015	David Floyd	Teach for America
April 23, 2015	Chris Haskins	Paul Cuffee School
April 23, 2015	Lena Correa	The MET School
April 23, 2015	Taritha Hill-Cooper	Parent
April 23, 2015	Jason Becker	Community member

Date	Name/Listserv	Affiliation
April 23, 2015	Kathleen Kiuper	RIPIN
April 23, 2015	Jeremy Chiappetta	Blackstone Valley Prep
April 23, 2015	Joy Souza	Blackstone Valley Prep
April 23, 2015	Eric Lopez	Chariho School LEA
April 23, 2015	Frank Flynn Colleen Callahan	RIFTHP
April 23, 2015	Larry Purtill Jay Walsh	NEA – RI
May 1, 2015	Elizabeth Winangun	Achievement First
Listservs/email lists		
April 30, 2015	Charter school e-mail list	Charter school leaders
April 24, 2015	Field memo	LEA leaders
Website postings		
April 24, 2015	Eventbrite	Public
Twitter		
May 3, 2015	Twitter (#edchatri)	Public
May 3, 2015	Twitter	Public

Log of Outreach Efforts: Group-Specific Engagement Sessions

Date	Contact	Affiliation
March 26, 2015	Zack Mezera	Providence Student Union
March 30, 2015	Colleen Callahan	RIFTHP
March 30, 2015	Jay Walsh Larry Purtill	NEA-RI
April 23, 2015	Colleen Callahan	RIFTHP
April 23, 2015	Jay Walsh Larry Purtill	NEA-RI

Sample Communications

Direct Emails

I hope this e-mail finds you well. I am writing to invite you and your members to join the Rhode Island Department of Education (RIDE) in important conversations about equity in education.

By June 1st 2015, RIDE will need to submit an equity plan focused on how the state will ensure that students in low-income areas and students of color are not taught at higher rates than other children by inexperienced, unqualified, or out of field teachers. We value the feedback and perspective that the NAACP Providence Branch and the community members you serve can bring to the table. We would like to encourage you to attend one or more of the following stakeholder engagement sessions for community organizations and parents:

- April 7th, 6-8 pm at the Knotty Oak Room at Coventry High School in Coventry
- April 14th, 6-8 pm at Paul Cuffee Lower School, Providence, RI

For more information about these sessions and locations, please click on the links above to be taken to the Eventbrite page. At each session we will look at available data and engage in root cause analysis of equity gaps. For example, why do we think that teachers in high poverty and high minority schools tend to have fewer years of experience than their peers in other schools? What strategies can we take to address these gaps?

I think you will agree that ensuring that students have equitable access to excellent educators is critically important work. Please assist us in getting the word out to the community by forwarding this information to your supporters.

In addition, if you have upcoming meetings and would be willing to give us an hour of your agenda, we would love to engage in smaller, more targeted conversations at a meeting. We'd also love to engage youth council members in a conversation if there is time available during an upcoming youth session. We'd love to get student input!

If you have any questions, please do not hesitate to reach out to me via phone or e-mail. You can also reach out to Lisa Foehr at lisa.foehr@ride.ri.gov.

I think you're already aware that by June 1, 2015 RIDE needs to submit an equity plan focused on how the state will ensure that students in low-income areas and students of color are not taught at higher rates than other children by inexperienced, unqualified, or out of field teachers. We would like to invite you and your members to the following stakeholder engagement sessions:

April 6th, 4-6 pm at the Paul Cuffee Lower School in Providence
April 9th, 4-6 pm at the Knotty Oak Room at Coventry High School in Coventry

If needed, we will schedule additional sessions. The links above will take interested people to a registration site. In each session we will review some available data and engage in root cause analysis of equity gaps. For example, we will ask why do we think that teachers in high poverty and high minority schools tend to have fewer years of experience than their peers in other schools? What strategies might we take to address these gaps?

I hope you can assist us in encouraging teachers and support professionals to provide input into the equity plan. I'm also hoping you might have a mechanism for sharing information with local presidents and/or members. If you think there are better or more efficient ways to engage with teachers and support professionals around Rhode Island's equity plan, let me know. We're open to trying different approaches for engagement. If you have any questions, please do not hesitate to reach out to me or Lauren Matlach at lauren.matlach@ride.ri.gov.

Listservs

Good Morning,
David Sienko has asked me to share this invitation from the RIDE Office of Educator Quality. Please see below.

Thanks,
Beth

I hope this e-mail finds you well. I am writing to invite you and your members to join the Rhode Island Department of Education (RIDE) in important conversations about equity in education.

By June 1st 2015, RIDE will need to submit an equity plan to the U.S. Department of Education focused on how the state will ensure that students in low-income areas and students of color are not taught at higher rates than other children by inexperienced, unqualified, or out of field teachers. We value the feedback and perspective that you can bring to the table. We would like to encourage you to attend one or more of the following stakeholder engagement sessions:

For community members, community organizations, and parents:

- April 7th, 6-8 pm at the Knotty Oak Room at Coventry High School in Coventry
- April 14th, 6-8 pm at Paul Cuffee Lower School in Providence

For educators:

- April 6th, 4-6 pm at the Paul Cuffee Lower School in Providence
- April 9th, 4-6 pm at the Knotty Oak Room at Coventry High School in Coventry

For more information about these sessions and locations, please click on the links above to be taken to the Eventbrite page. At each session we will look at available data and engage in root cause analysis of equity gaps. For example, why do we think that teachers in high poverty and high minority schools tend to have fewer years of experience than their peers in other schools? What strategies can we take to address these gaps?

I think you will agree that ensuring that students have equitable access to excellent educators is critically important work. Please assist us in getting the word out to the community by forwarding this information fellow colleagues, friends, and community members.

If you have any questions, please do not hesitate to reach out to Lauren Matlach at lauren.matlach@ride.ri.gov or Lisa Foehr at lisa.foehr@ride.ri.gov.

Twitter

Lauren K. B. Matlach @lkbivona · Apr 4
Your voice matters! Join the conversation about equity in ed. in RI. Join us on 4/6, 4/7, 4/9, or 4/13! ow.ly/Lcbii #RIequity

Lauren K. B. Matlach @lkbivona · Apr 11
#allkids deserve access to excellent educators. Join RIDE on 4/14 & provide input on RI's equity plan! More info: ow.ly/Lu7or
1 1 View summary

Lauren K. B. Matlach retweeted
Don Miller @dmiller212001 · May 2
Join #edchatri Sun @ 8 as we support RIDE and take a look at Equity in Education edchatri.org/edchatri---blog @deborahgist @AlanTenreiro
7

Lauren K. B. Matlach @lkbivona · May 3
Interested in providing feedback on our draft plan? Join us Tuesday @ 4 pm @ Achievement First. Register @ ow.ly/MsmSE #edchatri
1 1 View summary

Lauren K. B. Matlach @lkbivona · May 11
RIDE is hosting a webinar on our state's equity plan tomorrow (Tuesday) at 4 pm. Join us! Register here: ow.ly/MNgav #edvoicesri

Website Postings

Home | News | Events | Commissioner's Corner

RIDE Rhode Island Department of Education

Magic Words | Search

Students & Families *Great Schools* | Teachers & Administrators *Excellent Educators* | Instruction & Assessment *World-Class Standards* | Information & Accountability *User-Friendly Data* | Funding & Finance *Wise Investments* | INSIDE RIDE | BOARD OF EDUCATION

Home > Inside RIDE > RIDE Offices > Educator Quality & Certification

Share | Print

Educator Quality & Certification

Every student must have highly effective teachers.
Every school must have highly effective leaders & support professionals.
We must support educators throughout their careers.

ENSURE EDUCATOR EXCELLENCE

Educator Quality is essential to improving student achievement. Educator Quality begins with clear standards for educator practice. Improvement of achievement requires implementing strong practices in recruiting, developing, recognizing, and retaining talented and demonstrably successful staff in LEAs.

NEW!! Rhode Island Equity Plan

By June 1st 2015, RIDE will need to submit the plan to the U.S. Department of Education focused on how the state will ensure that students in low-income areas and students of color are not taught at higher rates than other children by inexperienced, unqualified, or out of field teachers.

Join the conversation!

As part of equity plan preparation, RIDE will be hosting a series of stakeholder meetings to ensure that Rhode Island voices are represented in the plan. Please join us to provide input on the state's plan! Click the links below for more information and to register.

- **Educator engagement sessions**
  - **April 6th from 4:00 to 6:00 pm at the Paul Cuffee Lower School in Providence**
  - **CANCELLED** ~~April 9th from 4:00 to 6:00 pm at the Knotty Oak Room at Coventry High School in Coventry~~
- **Community engagement sessions**
  - **April 7th from 6:00 to 8:00 pm at the Knotty Oak Room at Coventry High School in Coventry**
  - **April 14th from 6:00 to 8:00 pm at Paul Cuffee Lower School in Providence**

Have questions? Please contact Lauren Matlach at lauren.matlach@ride.ri.gov or Lisa Foehr at lisa.foehr@ride.ri.gov.

Overview
Commissioner Deborah A. Gist
RIDE Offices
- RIDE Staff Directory
- Commissioner's Office
- Data Analysis & Research
- Educator Quality & Certification
- Finance
- Human Resources
- Instruction, Assessment & Curriculum
- Legal
- Multiple Pathways
- Network & Information Systems
- Statewide Efficiencies
- Student, Community & Academic Supports
- Transformation

Legal Support
Additional Information

CONTACT INFORMATION

Rhode Island Equity Plan Community Engagement Session

Rhode Island Department of Education
Tuesday, April 14, 2015 from 6:00 PM to 8:00 PM (EDT)
Providence, RI

RIDE Rhode Island Department of Education

Ticket Information

TYPE	END		QUANTITY
Rhode Island Equity Plan Stakeholder Engagement Session	Ended	Free	N/A

Who's Going

Connect to see which of your Facebook friends are going to Rhode Island Equity Plan Community Engagement Session.

Connect with Facebook

Share Rhode Island Equity Plan Community Engagement Session

Share Tweet Like One person likes this.

Event Details

Your voice matters. Join the conversation about equity in education!

The Rhode Island Department of Education is currently developing a plan to ensure that all students in Rhode Island, regardless of race, socio-economic status, and language proficiency, are taught by high quality, effective educators. The plan will be submitted to the U.S. Department of Education by June 1st, 2015. As parents, community members, and community organizations you can provide unique perspective, and we value the insights you can bring to the table. Please add your voice to this effort by engaging us in conversation about how we can better attract, support, and retain high quality educators throughout the state.

Please join us on April 14th at 6 pm at the Paul Cuffee Lower School to provide input on the state's plan! We look forward to seeing you on the 14th!

When & Where

Paul Cuffee Lower School Conference Room
459 Promenade Street
Providence, RI 02908

Tuesday, April 14, 2015 from 6:00 PM to 8:00 PM (EDT)

Add to my calendar

Organizer

Rhode Island Department of Education

Contact the Organizer

View organizer profile

Appendix III. Stakeholder Engagement Efforts to Date

Date	Meeting	Content					Number of Attendees by Stakeholder Group							Organizations/LEAs Represented
		Overview	Definitions	Root Causes	Strategies	Draft review	RIDE	RIDE Staff	LEA Leadership	School Leadership	Teachers/Pupil Services	Parents	Community	
2/23/15	ALT Team Meeting	X					5							RIDE
2/24/15	Internal planning meeting	X					2							RIDE
3/2/15	Educator Quality Staff Meeting	X	X					7						RIDE
3/12/15	LEA Network Meeting	X	X	X					38				2	Barrington Beacon Charter Blackstone Valley Prep Bristol Warren Burrillville Central Falls Chariho Regional Cumberland East Bay Collaborative East Greenwich East Providence Exeter West Greenwich The Greene School Johnston Kingston Hill Academy Lincoln Narragansett Newport North Kingstown North Smithfield Pawtucket Portsmouth Scituate Smithfield South Kingstown Tiverton Village Green Virtual Urban Collaborative Warwick West Bay Collaborative Woonsocket

Date	Meeting	Content					Number of Attendees by Stakeholder Group							Organizations/LEAs Represented
		Overview	Definitions	Root Causes	Strategies	Draft review	RIDE	RIDE Staff	LEA Leadership	School Leadership	Teachers/Pupil Services	Parents	Community	
3/31/15	Meeting with Providence	X		X			0	0	2	0	0	0	0	Providence
4/1/15	Directors Meeting	X	X	X			8	0	0	0	0	0	0	RIDE
4/6/15	Stakeholder Engagement Session	X	X	X	X		0	0	0	1	1	2[67]	0	Blackstone Valley Prep Chariho
4/7/15	Stakeholder Engagement Session	X	X	X	X		0	0	1	1	0	1	4[68]	Blackstone Valley Prep NAACP RI-CAN RIMA RIPIN
4/13/15	RIFTHP Meeting	X	X	X	X		0	0	0	0	13	0	2	Central Falls Cranston Pawtucket Providence RIFTHP West Warwick
4/14/15	Stakeholder Engagement Session	X	X	X	X		0	0	1	0	1	1	4	City Year Highlander Institute KidsCount Paul Cuffee School Teach for America The MET School
4/14/15	OSCAS Meeting	X		X			0	12	0	0	0	0	0	RIDE
4/20/15	Internal meeting			X	X		4	9	0	0	0	0	0	RIDE
4/27/15	Providence leadership team meeting	X		X	X	X	0	0	11	0	0	0	0	Providence Schools

[67] Although there were only two attendees, attendees spoke both from the perspective of an educator and as a parent of students attending schools in a high poverty and high minority community.
[68] One attendee represented both RIMA and NAACP.

Date	Meeting	Content					Number of Attendees by Stakeholder Group							Organizations/LEAs Represented
		Overview	Definitions	Root Causes	Strategies	Draft review	RIDE	RIDE Staff	LEA Leadership	School Leadership	Teachers/Pupil Services	Parents	Community	
5/1/15	Educator Preparation Quarterly Meeting	X		X	X		0	0	0	0	0	0	17	Brown University Bryant University Principal Residency Network Providence College Rhode Island College Rhode Island School for the Design Roger Williams University Salve Regina University Teach for America University of Rhode Island
5/3/15	#edchatri			X	X		1	0	4	8	6	2	4	Beacon Charter School Chariho Coventry Cumberland East Providence Exeter-West Greenwich Smithfield Narragansett North Smithfield Northern Rhode Island Collaborative Portsmouth Providence Scituate South Kingstown TAPA Warwick
5/5/15	Targeted Stakeholder Review	X				X	0	0	2	2	2	1	5	Achievement First Beacon Charter School Blackstone Valley Prep East Greenwich Providence Rhode Island is Ready RIPIN Teach for America
5/11/15	RIFTHP meeting					X	0	0	0	0	8	0	2	Central Falls Cranston Pawtucket Providence RIFTHP West Warwick

Date	Meeting	Content					Number of Attendees by Stakeholder Group							Organizations/LEAs Represented
		Overview	Definitions	Root Causes	Strategies	Draft review	RIDE	RIDE Staff	LEA Leadership	School Leadership	Teachers/Pupil Services	Parents	Community	
5/12/15	Webinar	X				X	0	0	0	1	1	0	2	East Providence North Kingstown Rhode Island College Salve Regina University
5/20/15	Human Resources Triannual Meeting	X				X	0	0	0	0	17	0	0	Blackstone Valley Prep Bristol Warren Burrillville Central Falls Chariho Cumberland Davies East Greenwich East Providence Jamestown Johnston Johnston Lincoln Little Compton Narragansett Northern RI Collaborative Pawtucket Portsmouth Segue Institute for Learning Smithfield South Kingstown The Greene School The MET School Westerly

Appendix IV. Sample Materials from Stakeholder Engagement Opportunities

Stakeholder Engagement Session PowerPoint

Ensuring Equitable Access to Excellent Educators:
Stakeholder Engagement Session

RIDE

Welcome!

RIDE

- The Rhode Island Department of Education must submit an equity plan that focuses on how it will ***ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field educators*** by June 1st, 2015.
- We seek your input on the plan.

Agenda

1. Introductions
2. Overview of the Equity Plan Process
3. Equity Gap Brainstorm
4. Data Review Jigsaw
5. Root Cause and Strategy Discussion
6. Next Steps

2

Introductions: Partner Interviews

RIDE

- Please introduce yourself to another person in the room.
- Discuss with your partner:
  - What is your role in education?
  - Why are you here today?
  - What is one thing you think RI is currently doing well related to the preparation, recruitment, hiring, and retention of excellent educators?
  - What is one thing you think the state could be doing better?
- Be prepared to share out what your partner said.

3

Group Norms

RIDE

- Be open to engaging in discussion.
- Respect diversity of ideas and opinions.
- Challenge yourself to think beyond the status quo.
- Hand raised = Come back to the whole group.

4

Requirements

RIDE

- ***Deadline***: June 1, 2015
- ***Required elements***:
  - Analysis of state data and identification of equity gaps
  - Consideration of root causes of equity gap
  - Evidence of engagement with teachers, principals, districts, parents, and community organizations around this work
  - Steps the SEA will take to eliminate equity gaps
    - Efforts may be targeted to a subset of LEAs or schools.
  - Plans and timelines for reporting on progress to the public

5

Where We Are Headed: Sample from State A

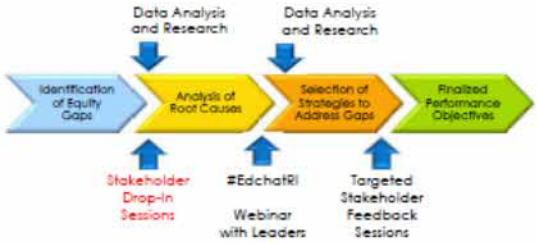
RIDE

Equity Gap: Teacher Turnover In all schools: 8.2% In high poverty schools: 16.3% In low poverty schools: 4.8% In high minority schools: 14.7% In low minority schools: 5.4%	***Root Cause Analysis Results:*** • Lack of aligned professional learning opportunities • Inconsistent induction and mentoring opportunities
Strategy: Ongoing professional learning • Strategically allocate federal funds. • Critically review alternative funding streams. • Partner with LEAs to critically review the alignment of educator evaluation and professional learning. • Improve and expand induction and mentoring opportunities.	***Performance Objectives:*** • By 2018, climate survey data will indicate at least 75% of staff agree that professional learning opportunities are consistently available and are directly linked to their needs, student achievement goals, or content area. • By 2018, at least 75% of new teachers in high needs areas or schools will be enrolled in an induction program.

Modified from the Center on Great Teachers and Leaders

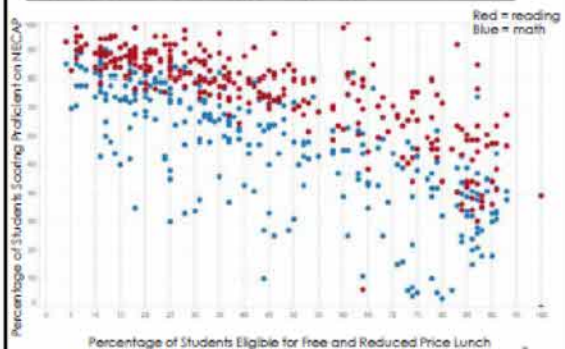
6

Where We Are Headed: Overview of the Process



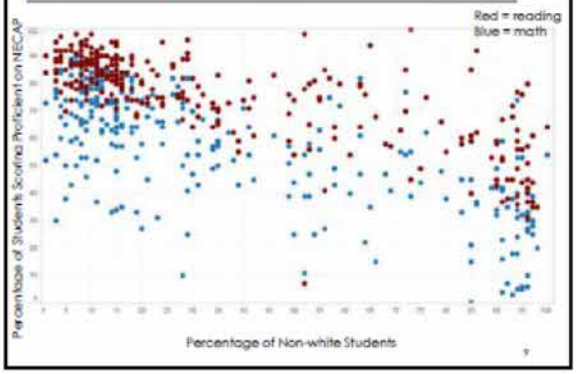
7

Why Focus on Schools with Large Percentages of Low-Income Students? A Look at 2013-14 NECAP Data



8

Why Focus on Schools with Large Percentages of Minority Students? A Look at 2013-14 NECAP Data



9

Why Focus on Inexperienced Teachers?

- Generally less effective than teachers with some experience
- Improve the most in early years of career

Limitations:

- Mixed research findings about whether experience is significant beyond the first 3-5 years
- Performance varies at all levels of experience.

Sources:

- TNTP. (2012, March). Teacher experience: What does the research say? Retrieved from http://tntp.org/assets/documents/TNTP_FactSheet_TeacherExperience_2012.pdf.
- Rice, J.K. (2003). Teacher Quality: Understanding the Effectiveness of Teacher Attributes. Washington, DC: Economic Policy Institute.
- Sawchuck, S. (2015, March 24). New studies find that, for teachers, experience really does matter. Education Week. http://www.edweek.org/ew/articles/2015/03/25/new-studies-find-that-for-teachers-experience.html

10

Why Focus on Unqualified Teachers?

- Strong preparation in subject matter impacts achievement at the secondary level, especially in mathematics and science
- Teachers also need knowledge of how to teach

Limitations:

- Less is known about subject matter training needed at elementary level
- More coursework is not always better

Sources:

- Education Commission of the States (n.d.). Eight questions on teacher preparation: What does the research say? http://www.ecs.org/html/educationissues/teachingquality/toreport/home/summary.pdf.
- NCTQ. (n.d.) Increasing the odds: How good policies can yield better teachers. Retrieved from http://www.nctq.org/nctq/images/nctq_io.pdf.
- Rice, J.K. (2003). Teacher Quality: Understanding the Effectiveness of Teacher Attributes. Washington, DC: Economic Policy Institute.

11

Why Focus on Out-of-Field Teachers?

- Out-of-Field teachers hold a full certification but are teaching a subject or grade level that is not in their certification area (e.g. a teacher certified in general science teaching social studies).
- Less confident in teaching abilities
- Less content knowledge
- May be more likely to leave the profession

Sources:

- Dee, T. S. & Cohodes, S.R. (2008). Out-of-field teachers and student achievement: Evidence from matched-pairs comparisons.
- Donaldson, M.L. & Johnson, S.M. (2010). The price of misassignment: The role of teaching assignments in Teach for America teachers' exit from low-income schools and the teaching profession.
- Hill, J.G. & Dalton, B. (2013). Student math achievement and out-of-field teaching.
- Ross, J.A., Cousins, J.B., Gadalla, T., & Hannay, L. (1999). Administrative assignment of teachers in restructuring secondary schools: The effect of out-of-field course responsibility on teacher efficacy.

12

Table Brainstorm: What Equity Gaps Exist?

RIDE

- Think about your school, district, or community.
- What equity gaps exist? Brainstorm a list of gaps at your table.

Samples:

"There is lower principal quality in larger high schools than in smaller high schools."

"Inexperienced teachers tend to be placed in schools with large proportions of minority students."

13

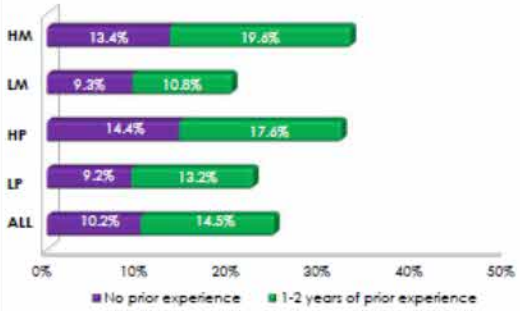
Root Causes: Why Do You Think These Gaps Exist?

RIDE

14

Greater percentages of inexperienced teachers and support professionals work in the highest poverty and highest minority schools than in lowest poverty and lowest minority schools.

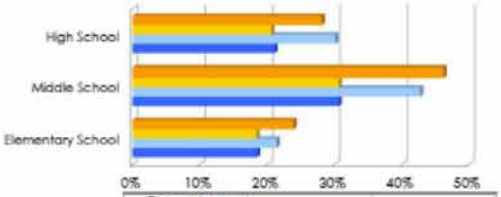
RIDE



Highest minority schools: 93% to 100% nonwhite students
Highest poverty schools: 86% to 100% of students FRPL eligible
Lowest minority schools: 0% to 7% nonwhite students
Lowest poverty schools: 0% to 13% of students FRPL eligible

A greater percentage of middle school teachers and support professionals are inexperienced compared to high school and elementary teachers and support professionals.

RIDE

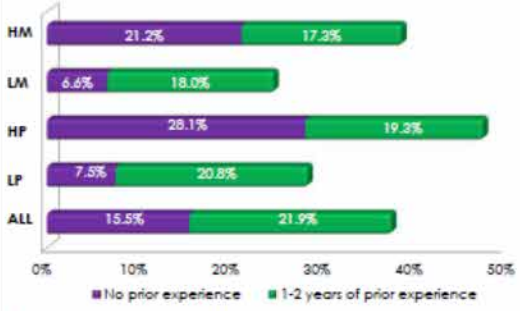


	Elementary School	Middle School	High School
High Minority Schools	23.9%	46.2%	28.1%
Low Minority Schools	18.4%	30.6%	20.6%
High Poverty Schools	21.4%	42.7%	30.1%
Low Poverty Schools	18.5%	30.6%	21.1%

High minority schools: 64% to 100% nonwhite students
High poverty schools: 71% to 100% of students FRPL eligible
Low minority schools: 0%-11% nonwhite students
Low poverty schools: 0-21% of students FRPL eligible

Greater percentages of inexperienced leaders work in the highest poverty and highest minority schools than in lowest poverty and lowest minority schools.

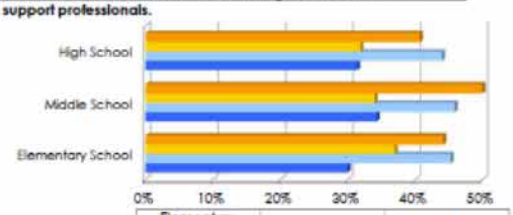
RIDE



Highest minority schools: 93% to 100% nonwhite students
Highest poverty schools: 86% to 100% of students FRPL eligible
Lowest minority schools: 0% to 7% nonwhite students
Lowest poverty schools: 0% to 13% of students FRPL eligible

A greater percentage of middle school leaders are inexperienced compared to other schools, but the difference is less dramatic than when looking at teachers and support professionals.

RIDE

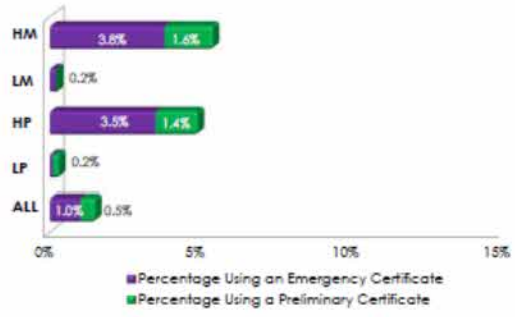


	Elementary School	Middle School	High School
High Minority Schools	44.2%	50.0%	40.7%
Low Minority Schools	37.0%	34.0%	31.9%
High Poverty Schools	45.3%	45.9%	44.0%
Low Poverty Schools	30.0%	34.3%	31.4%

High minority schools: 64% to 100% nonwhite students
High poverty schools: 71% to 100% of students FRPL eligible
Low minority schools: 0%-11% nonwhite students
Low poverty schools: 0-21% of students FRPL eligible

Greater percentages of unqualified educators work in highest poverty and highest minority schools than in lowest poverty and lowest minority schools.

RIDE

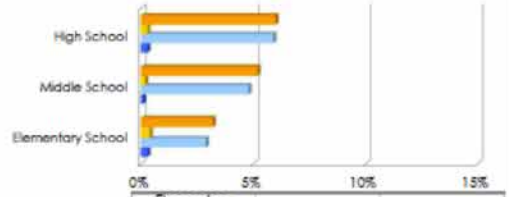


Highest minority schools: 93% to 100% nonwhite students
Highest poverty schools: 86% to 100% of students FRPL eligible

Lowest minority schools: 0% to 7% nonwhite students
Lowest poverty schools: 0% to 13% of students FRPL eligible

Greater percentages of middle school and high school educators in high poverty and high minority schools are unqualified.

RIDE



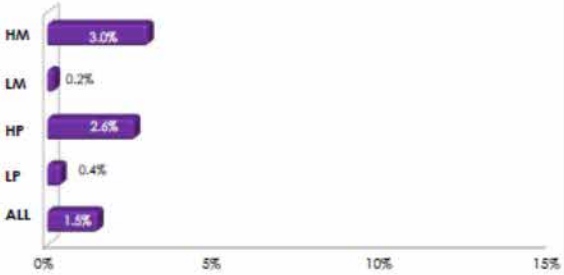
	Elementary School	Middle School	High School
High Minority Schools	3.2%	5.2%	6.0%
Low Minority Schools	0.4%	0.2%	0.3%
High Poverty Schools	2.9%	4.8%	5.9%
Low Poverty Schools	0.3%	0.1%	0.3%

High minority schools: 64% to 100% nonwhite students
High poverty schools: 71% to 100% of students FRPL eligible

Low minority schools: 0% to 11% nonwhite students
Low poverty schools: 0% to 21% of students FRPL eligible

Greater percentages of educators work out of field in high poverty and high minority LEAs compared to low poverty and low minority LEAs.

RIDE



High minority LEAs: 69% to 100% nonwhite students
High poverty LEAs: 71% to 100% of students FRPL eligible

Low minority LEAs: 0% to 9% nonwhite students
Low poverty LEAs: 0% to 18% of students FRPL eligible

Debrief

RIDE

- How do the data support or contradict what you brainstormed before looking at the data?

22

Root Cause Analysis

RIDE

- With a partner, review the root cause analysis handout.
- Prioritize the equity gap that you think is the most immediate and pressing.
- Brainstorm a list of what you think causes the equity gap. Discuss why you think these are causes.

23

Share Out and Strategy Identification

RIDE

- What root causes did you identify?
- What steps can RIDE, LEAs, and community members take to address inequities?

24

RIFTHP Meeting (2nd)

Ensuring Equitable Access to Excellent Educators:
RIFTHP Engagement Session

RIDE

Welcome!

RIDE

- The Rhode Island Department of Education must submit an equity plan that focuses on how it will ***ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field educators*** by June 1st, 2015.
- We seek your input on the plan.

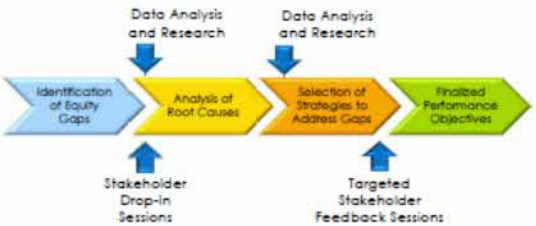
Agenda

1. Introductions
2. Update on the Equity Plan Process
3. Root Cause and Strategy Carousel

2

Where We Are Headed: Overview of the Process

RIDE



#edchatri

Webinar

3

Where We Are Headed: Sample from State A

RIDE

Equity Gap: Teacher Turnover In all schools: 8.2% In high poverty schools: 16.3% In low poverty schools: 4.8% In high minority schools: 14.7% In low minority schools: 5.4%	***Root Cause Analysis Results:*** • Lack of aligned professional learning opportunities • Inconsistent induction and mentoring opportunities
Strategy: Ongoing professional learning • Strategically allocate federal funds. • Critically review alternative funding streams. • Partner with LEAs to critically review the alignment of educator evaluation and professional learning. • Improve and expand induction and mentoring opportunities.	***Performance Objectives:*** • By 2018, climate survey data will indicate at least 75% of staff agree that professional learning opportunities are consistently available and are directly linked to their needs, student achievement goals, or content area. • By 2018, at least 75% of new teachers in high needs areas or schools will be enrolled in an induction program.

Modified from the Center on Great Teachers and Leaders

4

Stakeholder Engagement

RIDE

Date	Engagement Opportunity
March 12	District network meeting with assistant superintendents
April 6	Stakeholder engagement drop-in session in Providence
April 7	Stakeholder engagement drop-in session in Coventry
April 13	Meeting with RIFTHP
April 14	Stakeholder engagement drop-in session in Providence
April 20	Meeting with RIDE staff
April 27	Meeting with Providence leadership
May 3	#edchatri focused on equity plan
May 5	Targeted feedback stakeholder session in Providence
May 11	Meeting with RIFTHP
May 12	Webinar
May 13	Meeting with NEA - RI

5

Our Approach

RIDE

6

Root Cause Areas

RIDE

Inequitable Access to Excellent Educators

- Preparation and Certification
- Human Resources Practices and Policies
- Professional Learning
- Working Conditions and School Climate

7

Strategy Carousel

RIDE

- Stand with a partner at a poster.
- As a group, review the root causes and strategies that stakeholders have identified to date.
- Brainstorm additional strategies that RIDE can take and add them to the posters.
- When prompted, move clockwise to the next poster.
- Keep in mind that RIDE does not have the ability to fund initiatives or programs.

8

Focus on Key Root Causes and Strategies

RIDE

- Now that you have reviewed all the root causes and strategies identified to date…

Which three strategies should we focus on first?

- Place a dot next to the strategies that you think we should focus on first in order to improve the distribution of effective educators throughout the state.

9

Next Steps

RIDE

- Webinar on May 12th
- Submission of plan by June 1st

10

RIDE

Have additional questions or feedback? Contact Lauren Matlach at lauren.matlach@ride.ri.gov or Lisa Foehr at lisa.foehr@ride.ri.gov.

11

Appendix V. Notes from Stakeholder Engagement Opportunities

Network Meeting
RIDE, Providence, RI
March 12, 2015
9-10 am

1. Lisa Foehr and Lauren Matlach provided an overview of the equity plan.

2. Participants used sticky notes to share what they liked and what they suggested about draft definitions and what they recommend revising.

Note: Numbers in parentheses indicate the number of sticky notes that said similar things.

Inexperienced teacher

Likes	Suggested Revisions
- 3 years seem reasonable - Definition fits/aligns with the research - Definition and rationale are clear. - Mentoring, content training	- Novices can demonstrate more experience than teachers with 25 years of experience. - Definition is too narrow/simple (2) - Need to find a way to collect data on out-of-state experience (4) - Should be 5 years of experience - Why do we focus on 5 years for leaders but only 3 for teachers? - "With current trends in education – standards, assessments, ELL supports, curricula, PBIS, equity, diversity" - Add skill set measures (i.e. content knowledge, classroom management, lesson planning, implementation) - Add has full certification - This definition does not capture the "teacher with years of time in the field but who has not kept up with relevant PD." - This definition does not capture the "teacher with years of experience and PD but chooses not to implement with fidelity" - Missing capturing a teacher who comes from another industry, is not a formally trained teacher, but is still allowed to get a certificate and teach - How does other work experience fit in? What about RI teaching fellows, TFA? - What about teachers with years of experience that change the population they teach? - Current definition doesn't recognize changes to positions or use of new certification (6)

Unqualified teacher

Likes	Suggested Revisions
- Covers variety of preliminary certificates - The full requirements are clear in the definition - Acknowledging importance of pedagogy in in rationale; mastering content is insufficient - Concise and brief based on certification requirements	- Certification is not the same as qualification. Raise the bar! - An excellent teacher who is missing part of the Praxis is considered unqualified? Even if they are rated highly effective? Move forward. - Definition is too disconnected from performance - Connect to ed eval (4) - Add highly qualified definition - Definition doesn't capture/say enough about how they demonstrate they are qualified. Expand on "full requirements" - Can't just be certified. Relevant PD and implementation must be included in qualified. - Put "mastering content is insufficient" in definition

Out-of-area teacher

Likes	Suggested Revisions
- Clear - Seems to fit with the rationale - Practical, makes sense, accurate description of what an out-of-area teacher is	- Difficult to see how a district would be his situation for any position in the long term - Add timeline for certification in that area - Why are we giving long-term subs the stature of a teacher? - Write a regulation that long term substitutes can't work longer than one year. - What if a student is "out of area"? For example, a middle school student is performing academically at the elementary level.

Inexperienced leader

Likes	Suggested Revisions
•	• Consider reducing years to 3 or fewer • Needs to include level-perhaps a leader of many years has now moved to another level; K-12 certification does not address this (2)

Unqualified leader

Likes	Suggested Revisions
	- Many leaders who go through non-traditional routes are very qualified

3. Participants reviewed data and brainstormed root causes and based on this information.

Equity Gap	Root Causes	Questions
The percentage of teachers with less than one year of experience teaching in Rhode Island schools is higher in high poverty, high minority middle schools than it is in low poverty, low minority middle schools.	• Lack of support and resources • Exodus of teachers to surrounding districts • Lack of/ineffective active retention strategies for non-tenured teachers	• How do you stop exodus to surrounding districts?
The percentage of teachers with less than one year of experience teaching in Rhode Island schools is higher in high poverty, high minority middle schools than it is in low poverty, low minority middle schools.	• Finances and budget • State law and statutes • Barrier on steps and increments • Hiring timelines	• How many of these teachers are TFA hires? • What are the content areas in which new teachers are working? • How many teachers retired at the end of the prior school year?
The percentage of teachers with less than one year of experience teaching in Rhode Island schools is slightly higher in high poverty, high minority schools than it is in low poverty, low minority schools at all levels, but the gap is highest for middle school.	• Classroom management techniques • Job security due to declining student enrollment (charter flight) • Lack of teacher training on equity/diversity • Lack of teacher training on adolescent/developmental age • Grades 1-6 versus grades 7-12 certification/middle school changes • Lack of focus for teaching in a middle school • More attrition at MS	• Is it really the case that teacher attrition at middle schools is higher? • What percentage of these new teachers are fully certified? • How does years of substitute teaching factor in? • What charter schools have a gap? • Is it just that there are more job opportunities available at middle schools?
NECAP data shows a disparity between student proficiency at high poverty, high minority middle schools and proficiency at low minority, low minority middle schools. % proficient at high poverty, high minority schools is less than half that of low poverty schools. However, the minority gap is not as great as the achievement gap.	• Instruction at elementary level (feeding schools) • Parent engagement and community relationships • School communications	• How many teachers are highly qualified in math? • How does the student experience/learning impact the results? • Is there an inequity in the materials and resources available to schools? • What is the ELL population and demographics in these schools? • What is the impact of mentoring? • What are the attendance data and classroom referrals at these schools? • What wraparound services are in place?
NECAP data shows a disparity between student proficiency at high poverty, high minority middle schools and proficiency at low minority, low minority middle schools. % proficient at high poverty, high minority schools is less than half that of low poverty schools. However, the minority gap is not as great as the achievement gap.	• Is it a "one size fits all" approach to instruction?	• What is the attendance and mobility data? • Is the curriculum being followed with fidelity? • Are the teachers working with minority and low-income studnets certified and qualified in their content area? • Have the demographics changed? • What is the ELL population? • Do the teachers differentiate instruction and understand how to support minority and low-income students?

It's uncertain whether having one year of experience really is the key factor to explain gaps in student performance		• The data raises many questions regarding a real equity gap based on experience.
• High poverty, high minority middle schools have the highest rate of teachers with less than one year of experience • High poverty schools overall have a higher average percentage of teachers with less than one year of experience. • Charter schools have a higher average percentage of teachers with less than one year of experience.	• Certifications • Difficulty of working with the middle school population – the fit with the individual teacher is important • High turnover in transformation schools?	• Disaggregate data by transformation schools • Are these teachers working in new positions? In new charter schools?
NECAP data shows a disparity between student proficiency at high poverty, high minority middle schools and proficiency at low minority, low minority middle schools. % proficient at high poverty, high minority schools is less than half that of low poverty schools. However, the minority gap is not as great as the achievement gap.	• Minority gap v. instructional issues – curricular issue? • Funding issue for math? • Lack of personalized support in large districts? • Teaching and learning conditions • Home expectations • Student behavior	• How did the students of new teachers perform? • Would like to compare this information with student behavioral data
NECAP data shows a disparity between student proficiency at high poverty, high minority middle schools and proficiency at low minority, low minority middle schools. The discrepancy is higher at middle schools	• More new teachers work at high poverty schools • Gap may have increased by middle schools due to lack of prior interventions	• Does this relate to school structures requiring us to teach in grade levels? • Why are there so many new teachers at the middle school level?
The percentage of teachers with less than one year of experience teaching in Rhode Island schools is higher in high poverty, high minority middle schools than it is in low poverty, low minority middle schools.	• Lack of resources to support struggling learners • Limited resources in many middle schools with high needs students • Mismatch between staff and student demographics • Limited preparation –lack of familiarity the following: middle school, culturally responsive practices, restorative practices, and behavior management • Compensation • Teacher supports	• How successful are RI middle schools in general? • How do we recruit a greater diversity of teachers? • What role does compensation play? • How well do we nurture and support teachers so they can sustain the work/effort?

Equity Plan Stakeholder Engagement Session
Paul Cuffee School, Providence, RI
April 6, 2015
4-6 pm

1. Lauren Matlach shared an overview of the equity plan process and engaged participants in a data review.

2. Participants brainstormed equity plans they saw in their own experience and root causes.

Equity Gaps	Root Causes
Lack of diverse candidate pool	
Greater percentages of unqualified teachers work in high poverty and high minority schools.	Lack of parent engagement Teaching and learning conditions - Lack of connection to school community - Lack of practitioner community - Lack of support - Resistance to change
Middle schools and high schools have greater percentages of unqualified teachers	Perception of low salaries Hiring processes: - Budget process not until end of year - Disincentives to announce rretirements early - Hard to match teachers with leaders Major turnover of leadership Proximity to other states
Turnover of leadership and shortage of experienced leaders	
Teacher attendance needs to be examined statewide.	Culture/mindset

3. Participants brainstormed the following strategies: differentiated compensation for STEM positions, tuition reimbursements and credits for working in high poverty and high minority schools, establish partnerships, examine attendance data, adopt new approaches to parent engagement.

Equity Plan Stakeholder Engagement Session
Coventry High School, Coventry, RI
April 7, 2015
6-8 pm

1. **Lauren Matlach and Lisa Foehr shared an overview of the equity plan process.**

2. **Before looking at data, participants drew on their own experiences and identified the following equity gaps:**
   - Students with special needs are not always served by teachers with content knowledge.
   - Teachers transfer for reasons unrelated to the effectiveness of educator and student needs.
   - Teachers without supports and knowledge are often placed in high minority and high povery schools.
   - Transportation/resource gaps
   - Teacher and student attendance

3. **Participants reviewed equity gap data displays.**

4. **Participants brainstormed the following root causes:**
   - "Community changes under an educator force that doesn't"
   - Lack of fit between educators' knowledge and skills
   - Lack of culturally relevant teaching
   - Mismatch between what's being produced and what's needed
   - Reliance on effective teachers to "bring up" weak team
   - Restrictive contracts (one-size-fits-all)
   - Lack of a diverse cohort of teachers
   - Lack of different pathways to teaching
   - Lack of recruiting from out-of-state (both teachers and college students)
   - Lack of flexibility in reciprocity
   - Lack of flexibility in working situations
     - Rigid contracts
     - Lack of responsiveness to priorities of millennials
     - Limited career paths/part-time opportunities
     - Lack of professional learning/growth opportunities
     - Too much of a hierarchical structure
   - Middle school certifications
     - M.S. teachers with elem. or h.s. certificates may leave to teach where trained
     - Few student teaching placements in middle schools
     - Gap in knowledge about middle school development
   - Lack of variety in educational settings (non-traditional, CTE, etc)
   - Lack of support from social services and other supports (often spread out across multiple schools)
   - Teachers transfer to schools with more resources/supports or an "easier population"
   - School-level funding
   - Lack of PD, mentoring, induction, coteaching in schools with high percentages of inexperienced teachers
   - Teachers make only marginally better pay in urban districts
   - Non-pecuniary benefits weigh more because of the lack of differentiation in pay across districts
   - Lack of a supportive professional community

- Teachers may leave to teach different courses
- Teachers may leave to work with a particular leader or to seek out innovative systems
- Teacher mindset: "I want to be where…"
- Lack of connection to the community
- Inconsistent/ineffective school/district approach to discipline
    - Lack of knowledge about engagement/behavioral management
    - Unwillingness to problem solve/lack of cultural competence
    - Overidentification of special education students → SPED teacher shortages
- Overly rigid professional learning requirement
- Lack of knowledge about what professional learning actually changes practice
- Lack of RTI resources
- Lack of high quality curriculum

5. Participants discussed potential strategies to address equity gaps:

- State strategies
    - Pay more for STEM (offer better compensation options)
    - Support governor's proposal to support diversity
    - Exploring differential compensation/incentive system
    - Research loan forgiveness
    - Mentorship and induction – allocate money to where there are high percentages of inexperienced teachers in high poverty and high minority schools
    - Invest in school leaders
        - Tighter evaluation of leaders
    - Focus on leader preparation (strong routes like PRN)
    - Consider differentiated certifications for leaders with differentiated roles and expectations
    - Consider alternative pathways to the profession
    - Reduce rigidity of course requirements
    - Create regional certification partnership
- LEA strategies
    - Explore differentiated compensation/incentive systems
    - Mentorship and induction
    - Differentiated roles for leaders
    - Revise hiring processes
        - Review other models
        - Require sample lessons, demos
        - Assess receptivity to feedback
        - Get principal input on hiring
        - Have probationary periods for educators
    - Invest in school leaders
        - Provide autonomy/flexibility
        - Have a clearly defined role
        - Offer professional learning and support
        - Place more focus on evaluating leaders with fidelity
        - Incorporate scenarios and authentic work tasks into leader hiring
    - Establish community partnerships
        - Change mindset
        - Adopt new approaches to community engagement
        - Recognize the role of school, student, and supports in education

Equity Plan Stakeholder Engagement Session
RIFTHP, Providence, RI
April 13, 2015
4-6 pm

1. **Lisa Foehr shared an overview of the equity plan process.**

2. **Participants reviewed data displays.**

3. **Participants drew on the data and their own experiences. They identified the following equity gaps and root causes:**

Equity Gaps	Root Causes
Funding Not enough special education teachers	Policies
There is a tremendous equity gap in our schools of inexperienced teachers coming from alternative certification programs. We have an induction program but how can this program be successful if alternative certified teachers are prescribed to NOT be career teachers. School communities invest TREMENDOUS amounts of capital (time, training, PD, etc.) and work with individuals who many times leave and are replaced by another inexperienced teacher. Equity gaps exist within high poverty schools with constant churn of inexperienced educators..	Lack of classroom management training Hiring timeline is extremely late Negative press Resources/infrastructure Mentoring opportunities
Inexperienced administration with frequent churn.	Moving administrators internally from school to school within districts
.	Disparities in salary/benefits across state Decisions about working environments (buildings, services, at risk populations) Impact of student learning on evaluation and certification Support Leadership Hiring decisions.
New principal every three years.	Recruit to other buildings,. leave due to leadership to go to another building
	Negative press with high poverty and high minority schools sensationalizes "the bad" and leads to fewer candidates applying

Equity Gaps	Root Causes
Technology gaps between schools	Allocation of title 1 funding, no money for 1-to-1 devices like other districts
Some schools have better extended learning programs	Teachers cannot call or e-mail parents because they do not speak the same language
Funding for middle school sports, music, the extras, is significantly reduced	Eliminate TFA – High turnover due to TFA, culture of a new generation who switch jobs more frequently
Textbooks are not equal across districts and often are not equal between schools in the same district	Fewer teachers entering into the profession
Communication gap	Poor public perception even though there are some great urban schools
Mentoring programs are desperately needed and not equal across the state	Decouple the teacher evaluation system from student performance – teachers can't risk their certification from working in high minority/high poverty schools
No applicants for some positions (math and science) in some districts	
Lack strong, well-qualified leadership at building and/or central office level	
Some positions require dual certifications which are difficult to find	
Inexperienced educators	
Facilities are not equitable	

Equity Plan Stakeholder Engagement Session
Paul Cuffee Lower School, Providence, RI
April 14, 2015
6-8 pm

4. **Lauren Matlach and Lisa Foehr shared an overview of the equity plan process.**

5. **Before looking at data, participants drew on their own experiences and identified the following equity gaps:**
   - ELLs do not have adequate programming.
   - Teachers in high poverty/high minority schools are less equipped to teach hard-to-teach students
   - Lack of school choice to meet the demand
   - Students have limited access to tailored instruction and evidence-based intervention.
   - Students don't have access to enrichment activities.
   - Not all students in high poverty/high minority schools have access to great school leaders.

6. **Participants reviewed equity gap data displays.**

7. **Participants brainstormed the following root causes of equity gaps:**

   - Great principals leave
     - Pressure
     - Forced movement
     - Lack of mechanism to support sustainability of innovation, which leads to frustration
     - Principals spend a lot of time on discipline
     - Lack of autonomy
   - Lack of master teacher role
   - Certifications – have difficulty placing teachers in middle schools
   - Difficult to attract teachers to hard to teach areas
   - Lack of diversity in teaching force
   - Teachers leave when an opening in low minority/low poverty school is available
   - Prep programs encourage students to substitute teach in suburban schools rather than teach in urban schools.
   - Low salaries in high poverty/high minority schools.
   - High stress working in high poverty/high minority schools
   - Lack of a professional community
   - Lack of support (discipline, professional learning)
   - High student absenteeism
   - Bad press
   - HR practices and late hiring timelines
   - Late charter authorizations/reauthorization
   - Less time/funding for principals to connect with teach other
   - Lack of support for ELL students

8. Participants discussed strategies that might address root causes:

- SEA strategies
  - Consider changing M.S. certification

    - Make high schools more culturally competent
    - Market teaching profession
    - Offer flexible pathways to the profession
    - Offer incentives for teachers to work in low-performing schools
    - Promote more urban success stories
    - Create cross-district collaborations
    - Help recreate a principal network across districts
    - Facilitate data-based conversations about placement
    - Require longer practicum
    - Review requirements of ESL certification pathways
- LEAs
    - Provide principals more autonomy
    - Provide leaders with support
    - Offer incentives for teachers to work in low-performing schools
    - Offer incentives and signing bonuses
    - Re-evaluate placement/assignment procedures
    - Promote urban success stories
    - Repair physical plant
    - Offer whole school support for behavior
    - Provide coaching and high quality feedback
    - Offer more engagement with stakeholders
    - Conduct instructional rounds
    - Invest in substitutes
    - Cultivate a growth mindset and professional community
    - Improve usability of the website
    - Improve HR practices and timelines
    - Improve partnerships with preparation programs
    - Provide flexibility for innovation
    - Clearly define/re-imagine roles within LEA
    - Strategic staffing plan
    - Provide more professional learning on leaders and share research on how learners approach content
- Preparation program providers
    - Better match intern with cooperating teachers
    - Offer longer practicum
- Other
    - Better allocate/provide health and social services in high poverty/high minority districts

RIDE Equity Plan Meeting
Rhode Island Department of Education, Providence, RI
April 20, 2015
12:00 – 1:30 pm

1. Lauren Matlach shared an overview of the equity process.

2. Lauren Matlach shared the list of schools in the highest poverty and highest minority groups. Lauren Matlach, Lisa Foehr, and Mary Ann Snider engaged the team in a discussion about our proposed approach, which calls for some state strategies but then targeted supports for specific schools and districts.

3. Participants suggested that RIDE provide a proposal to LEAs and gauge their interest in their work, recognizing that interest might be school-specific. Participants noted that needs a commitment from the district and needs to balance the likelihood of success with need and capacity. The approach might focus on a subset of schools or content areas. Participants identified the following questions to guide RIDE's thinking:
   - Where can we get a big bump in a short amount of time?
   - Can districts define the problems for themselves?
   - Integrate work with school transformations
   - What are the highest leverage points?

4. Participants reviewed a list of root causes that stakeholders had identified to date. After discussing with a partner, participants identified between three and five root causes they thought were the greatest priority on index cards. Root causes were:
   - Lack of training that directly correlates to placement/first hire
   - Lack of professional learning/work environment
   - Lack of understanding of school/student community
   - Late hiring timelines and negative press
   - Challenging to recruit people who hold dual certifications
   - Good principals leave high poverty and high minority schools
   - Forced principal transfers
   - Prep programs don't always attract a diverse cohort with a connection to the community
   - Inadequate support from social services
   - Inadequate resources
   - Lack of induction
   - Lack of understanding of what PD works
   - Lack of candidate diversity
   - District and school leadership
   - Lack of teacher (and leader) preparation focused on equity, diversity, and cultural competence
   - Lack of meaningful PD with job-embedded coaching
   - Inadequate social service support
   - Lack of effective behavioral approaches
   - Good principals leave high poverty and high minority positions
   - Preparation programs do not attract sufficient diverse and high quality candidates therefore our new-to-teaching talent pool is shallow.
   - Poor district HR practices, including late hires and ability of more experienced teachers to flee high poverty and high minority jobs
   - Inadequate supports for new teachers in challenging settings

- Insufficient incentives/support to keep highly effective teachers in high poverty/high minority schools
- Collective bargaining agreements continuing to allow for forced placement and high minority and high poverty vacancies
- School leadership to create culture
- Lack of training to be effective in high minority, high poverty schools
- Negative press
- Lack of educator/leader prep program desired for high minority and high poverty success
- Lack of induction/support
- Lack of teacher training on cultural competence
- Disincentives/perverse incentives in contracts (e.g. don't announce retirements, take Fridays to use up time, don't work under ELL certification because programs are less stable)
- Don't prepare enough special education, ELL, or dual language teachers
- Limited career paths
- One-size-fits all compensation
- Late hiring times and processes lead to poor teacher-school match
- School leadership turnover
- Late hiring and poor hiring protocols
- Leadership support/coaching
- Preparation programs don't embrace urban teaching/culturally responsive teaching
- Lack of honesty around the effectiveness of a teacher
- Limitations created by contracts and hierarchy
- Late hiring timelines
- Principal turnover
- Inadequate supports from social services
- Lack of a more sensitive formal evaluation tool tied to certification
- Lack of induction and mentoring
- Lack of teacher training on equity, diversity, and cultural competence
- Inadequate support/training th poor student behavior/discipline
- Lack of parent engagement
- Inadequate resources
- Lack of teacher training on equity, diversity, cultural competence
- Good principals leave high poverty/high minority positions
- Restrictive contracts
- Late hiring timelines
- Lack of meaningful professional learning opportunities

5. All participants engaged in a strategy carousel. Participants reviewed strategies identified by stakeholders in other sessions and brainstormed connections to current work, and provided additional notes. Then, participants were each given eight dots and were asked to use the dots to indicate which strategies they'd prioritize.

Education Preparation and Certification

Italics indicate writing on posters during the activity. Non-italics indicates strategies that participants added during the activity. Asterisks indicate strategies that were identified at multiple previous stakeholder sessions.

Strategies	Connections to Current Work/Additional Thoughts	# of RIDE Staff Who Prioritized This Strategy
State Strategies		
**Create more alternative pathways to the profession (encourage career changers)*	Expert residency Alternative route	1
**Reduce rigidity of certification course requirements*		0
Create regional certification partnerships		1
Consider changing certification grade ranges		0
Encourage innovative preparation models		0
Help develop differentiated leader certificates (school manager v. instructional leader)		0
Review requirements of ESL certification pathways	Dual language - ODAR	0
Require longer practicum	Mimic residency of medical field	0
Reduce fears of losing certification due to low evaluation ratings → increase urban student teachers		0
Strategic scholarship for certification courses in high needs areas		1
Other Strategies		
Review course sequences and ensure sequences are not unduly burdensome		0
Establish better matches between student teacher and cooperating teacher		1
Require longer practicum	Mimic medical model Get into classrooms earlier so they know what to teach	9
Place more student teachers in urban schools		0
Envision other "models" of preparation that are competency-based		4
Train cooperating teachers in adult learning strategies	Induction model	1
Regional model of certification where CT, MA, and RI share talent		0

Recruitment, Hiring, and Staff Management

Strategies	Connections to Current Work/Additional Thoughts	# of RIDE Staff Who Prioritized This Strategy
State Strategies		
** Provide technical assistance and share best practices related to hiring/placement*	Probably needs a heavier hand and support in addressing broken HR practices or monetary incentives for first-time fixes	9
** Work with LEAs to market the teaching profession/share urban success stories*	Why work at your LEA?	0
** Facilitate cross-district collaborations/share*	MTSS-OSCAS ELL district work – OSCAS HR conversations	1
Hold statewide best practices institute	SEL best practice institute – OSCAS	0
Connect traditional LEAs to charters		0
LEA Strategies		
Improve usability of district websites		0
Better market success stories	Local newspapers	0
*Review other hiring practice models and revise		0
Require sample lessons, demos to assess teaching quality, receptivity to feedback	ELL curriculum work with NEC ISS	0
Allow principal input into hiring practices		5
Have a probationary period		0
Develop strategic staffing plans		3
Revise hiring timelines	This is bigger than other issues.	9

Professional Learning

Strategies	Connections to Current Work/Additional Thoughts	# of RIDE Staff Who Prioritized This Strategy
State Strategies		
** Allocate more funding for coaching and induction, especially where there are high percentages of inexperienced teachers working in schools*	Beginning teacher induction/mentor program standards State trainers – year 1 and year 2 training State oversight for quality control	9
Create opportunities for educators in high poverty and high minority schools to visit other, innovative and successful high poverty and high minority schools	Connect to the idea of career pathways for teachers, professionalism	2
Establish statewide professional development clearinghouse	ISS – PD module	0
LEA Strategies		
Provide induction and coaching	Trained induction coaches New teacher support Additional support for acute, school-specific needs	0
Provide high quality feedback		0
Provide professional learning on how students learn	WIDA training – OSCAS	0

Strategies	Connections to Current Work/Additional Thoughts	# of RIDE Staff Who Prioritized This Strategy
Establish professional community dedicated to improvement (growth mindset)	CCSS intensive intervention – OSCAS ELL – Curriculum work with NEC – OSCAS MTSS- training cohorts (MS/HS) – OSCAS	0
Invest in substitutes by better preparing them to provide instruction	Can think of the sub pool of a training ground	0
Improve teacher attendance		0
Hire for quality, not filling the opening		0
No principal input is a problem		0

Compensation and Career Pathways

Strategies	Connections to Current Work/Additional Thoughts	# of RIDE Staff Who Prioritized This Strategy
State Strategies		
* *Explore and share best practices related to:* ○ *Differentiated compensation* ○ *Incentives* ○ *Tuition reimbursement* ○ *Loan forgiveness programs*	Loan forgiveness = good idea! Not really in RI yet	4
LEA Strategies		
Implement new compensation and inventive structures	Differentiated pathways need to be visibly part of the posting Credentialing? Give people option of "tracks" – start lower or higher earlier with compensation then adjust over time Establish teacher career pathways that incentivize, reward, and take advantage of leadership from classroom teachers (NAATE, National Board Certification, etc.)	6
Acknowledge experienced earned outside the classroom when considering salaries (e.g. career changers)		0

Teaching and learning conditions

Strategies	Connections to Current Work/Additional Thoughts	# of RIDE Staff Who Prioritized This Strategy
State Strategies		
Collect and report data on physical plant, teaching conditions, and learning conditions	IDEA and ELL monitoring (OSCAS) School construction School safety plans	2
Support development of social emotional learning skills for teachers and students	SEL statewide workgroup (OSCAS)	5
LEA strategies		
Provide flexibility for innovations		0

Strategies	Connections to Current Work/Additional Thoughts	# of RIDE Staff Who Prioritized This Strategy
Develop cultural competency in schools	WIDE trainings (OSCAS) CLIM/ELLS with disabilities (OSCAS)	
Restorative justice and discipline systems	MTSS and SELL (OSCAS)	
Longer school day	21st century (OSCAS)	
Year-round school with more breaks		

School/Neighborhood Climate and Resources

Strategies	Connections to Current Work/Additional Thoughts	# of RIDE Staff Who Prioritized This Strategy
State Strategies		
Strengthen partnership requirements between teacher preparation programs and community/LEA partners		1
LEA Strategies		
**Establish stronger partnerships*	Most OSCAS work	0
**Adopt new approaches to community engagement*	Title I – OSCAS IDEA – OSCAS	0
Improve partnerships with prep programs	LEAs don't aggressively seek prep grads CF and RIC partnership is a model	2
Repair physical plant	RIDE facilities work but… attenuated	0
Other Strategies		
Better provide/allocate health and social services in schools serving large population of minority and low-income students	School health, SEL, OSCAS	5

District and School Leadership

Strategies	Connections to Current Work/Additional Thoughts	# of RIDE Staff Who Prioritized This Strategy
State Strategies		
**Establish in a cross-LEA principal network*	ATL graduates are a seed for this	2
Invest in improving the quality of school leader evaluations	We have an admin eval model	1
LEA Strategies		
**Create differentiated roles for school administrators.*	AF may do this	0
**Clearly define roles for leaders*		0
**Provide autonomy and flexibility to school administration*		0
**Provide more high quality professional learning and support*	MTSS district leadership teams – OSCAS ISS – learning support	0
Focus more on implementing school		2

administrator evaluations with fidelity		
Use authentic work tasks and scenarios during the hiring process	Performance interviews.	3.
Provide more coaching and authentic, actionable feedback	ATL has offered coaching through NYCLA MTSS & NCII provide coaching – OSCAS Small but high impact retention strategies	0
Induction program for new principals (SEA or LEA)	Providence has a program	0

Data Collection and Analysis

Disproportionality
Teacher attendance (1)
Vacancies. (1)
Diversity of applicants
Use of evaluation data
Cilmate/teaching and learning conditions data by school
Context area of vacancies
LEA application to position ratios
Part-time
Number/percentage of emergency and inexperienced teachers working with ELLs and SWDs
Number of years teaching outside of RI public school
Physical plant data

Providence Leadership Team Meeting
Providence Schools, Providence, RI
3:00 – 4:00 pm

1. **Mary Ann Snider and Lauren Matlach shared an overview of the equity plan process.**

2. **Participants reviewed root causes and strategies identified to date during a carousel activity. Participants identified additional root causes and strategies and then indicated which strategies they'd prioritize using dot stickers.**

Italics indicate writing on posters during the activity. Non-italics indicates strategies that participants added during the activity.

Human Resources Policies and Practices

Root Causes:

1. *Poor recruitment, hiring, and staff management practices*
2. *Unfavorable perceptions of urban districts/communities*
3. *Limited career paths and leadership opportunities*
4. *Lack of competitive compensation*

Strategies	# of Participants Who Prioritized This Strategy
State Strategies	
Pursue data sharing agreement with the retirement board	
Collect vacancy data	
Help districts self-assess recruitment, hiring, staff management, and compensation policies and practices	
Facilitate data reviews of educator data	
Convene districts, prep programs, and community organizations to partner around communicating urban success stories	
Track teacher attendance	
Review contracts for alignment to support school needs	
Provide technical assistance to support 21st century practices	
LEA Strategies	
Self-assess HR policies and practices and improve as needed	
Consider state-wide teacher contract	1
Create district/university partnerships	
Brand district for recruitment and loyalty	
Survey staff for wants and needs	
Negotiate 21st century contracts that provide LEAs with more autonomy (hiring, career ladders, etc.)	7
Develop compensation plan that encourages/rewards student performance	
Provide assurance that supports and leadership are in place to retain high quality educators in hard-to-fill areas	

Working Conditions and Supports

Root Causes:

1. *Poor working conditions*
2. *Insufficient resources*
3. Poor facilities
4. Lack of technology

5. Lack of social-emotional supports

Strategies	# of Participants Who Prioritized This Strategy
State Strategies	
Explore feasibility of administering a survey of teaching and learning conditions	
Help LEAs improve teaching and learning conditions by sharing best practices, facilitating data reviews, etc.	
Support lifting the construction moratorium/support investment in schools	8
Support LEAs to acquire technology	
LEA Strategies	
Improve teaching and learning conditions by making data-based decisions and reallocating resources as appropriate	
More training on de-escalation, restorative justice, PBIS, etc.	
Increased autonomy	
Increase staff for social-emotional supports	
Improve access to 21st century technology	

Educator Preparation and Certification

Root Causes:

1. Inadequate preparation to work in high poverty and high minority schools
2. Certification practices (i.e. limited pathways to profession, lack of transparency about equivalent certificates in other states, grade ranges).

Strategies	# of Participants Who Prioritized This Strategy
State Strategies	
Facilitate development of ed. prep program survey	
Facilitate stronger partnerships between prep programs and HP, HM schools	
Research best practice on practicum length and propose policy change as needed	
Facilitate ongoing learning related to ed. prep standards and CEUS	
Better advertise new pathways to the profession	
Establish regional certification task force	
Ensure that teachers and administrator contracts are honored	
LEA Strategies	
Communicate needs to prep programs	
Establish stronger partnerships with prep programs	
Develop incentives to recruit/attract teachers	2
Actively recruit student teachers within the district	
Prep program strategies	
Incorporate ELL coursework as part of the certification so that all teachers have ESL knowledge	11
Align prep programs to standards	
Establish stronger partnerships with districts	
Create Professional Development Schools to be shared by teacher prep programs	
Incentivize urban teacher programs	

Teacher and Leader Support

Root Causes:

1. Insufficient high quality professional learning, induction, and coaching
2. Insufficient candidates for hard-to-fill areas (ESL, bilingual, etc.)

Strategies	# of Participants Who Prioritized This Strategy
State Strategies	
Support induction for inexperienced educators working in HP and HM schools	
Provide guidance on how districts can maximize limited resources allocated for induction	
Support district self-assessment of financial allocations (e.g. Title IIA)	
Facilitate cross-district collaboration related to assessing and improving cultural competency	
Continue partnering with principals	
Identify ways to improve implementation of educator evaluation	
Improve implementation of building administrator evaluations	
Provide funding for induction	1
Provide tools and quality coaching support for administrators	
LEA Strategies	
Fund and provide induction	1
Self-assess use of federal and state funding	
Provide professional learning and support related to cultural competency	2
Provide professional learning that's aligned to performance expectations	
Bring highly effective educators onsite to conduct in-district training program	
Build an internal leadership pipeline	
Build internal networking	

Educator Preparation Program Provider Quarterly Meeting
Rhode Island Department of Education, Providence, RI
May 1, 2015
9:00 – 12:00

1. **Lauren Matlach shared an overview of the equity plan process.**

2. **Participants reviewed the root causes and strategies that have been identified to date.**

Italics indicate writing on posters during the activity. Non-italics indicates strategies that participants added during the activity.

Human Resources Policies and Practices

Root causes	Notes
Poor recruitment, hiring, and staff management policies	that allow seniority over best matches with student needs
Unfavorable perceptions	Of?
Limited career paths and opportunities	
Lack of competitive compensation	and incentives

Strategies	Notes	# Who Prioritized the Strategy
Facilitate reviews of district-level educator/HR data and help districts develop a targeted support plan		0
Adopt a state communications effort focused on sharing urban success stories	Use case studies	0
Establish an exploratory committee focused on innovative compensation structures		0
Identify ways to improve district implementation of educator evaluation		0
Increase supports related to building administrator evaluations		0
Examine whether collective bargaining agreement timelines are inhibiting districts from hiring effective teachers		1
Examine significant issues with middle school endorsement		0
Return to requiring middle school endorsements		0
	Can RIDE offer incentives, loan reduction, etc?	0
Reconsider ESL content certification (7 classes!)		1

Teacher and Leader Support

Root causes	Notes
Insufficient high quality professional learning, induction, and coaching opportunities	Who is responsible for this?
Allocation of time	
Duplication of efforts in accreditation process means less time	

Strategies	Notes	# Who Prioritized the Strategy
Support induction for inexperienced educators working in high poverty and high minority schools	For all! Revisit definition – use "beginning" or "new"	9
Provide guidance on how districts can maximize limited resources allocated for induction and peer assistance programs	Ride could offer ways – standards for PD for districts to vet	4
Convene professional organizations who prepare and support school leaders and conduct a gap analysis of offerings	Make changes based on results	0
Support district self-assessment of financial allocations for professional learning	And how universities and other PD organizations can support	0
Facilitate cross-district collaboration related to assessing and improving cultural competency	With PD programs Provide funding	0
Continue the principal partnership	What is this?	0
On-going professional learning for educators throughout their career		4
Advocate for financial resources		0
Consider research on teaching/learning		0

Educator Preparation and Certification

Root causes	Notes
Inadequate preparation to work in high poverty and high minority schools	Do not agree with "inadequate" Focus on properly hiring teachers
Certification practices	Please clarify.
Lack of exposure to working in high poverty schools	

Strategies	Notes	# Who Prioritized the Strategy
Facilitate development of educator prep program survey and guide technical assistance grounded in data inquiry		0
Facilitate stronger partnerships between prep programs and districts		4
Research best practice on practicum length and propose policy change if appropriate		0
Facilitate ongoing learning on ed. prep standards		0
Increase understanding of new pathways and certificates	Same rigor of evaluation for approval Is this being prioritized?	0
Establish regional certification task force		0
Infuse culturally responsive pedagogy across curriculum		5

Sustained urban placement field experiences with high quality teachers	5
Fund scholarships and incentives to work in shortage areas	3
Focus on classroom management in teacher prep more through a lens of culturally responsive teaching	0

Teaching and learning conditions and Supports

Root causes	Notes
Poor teaching and learning conditions (e.g. poor facilities, lack of a strong professional community)	Poor learning conditions Teacher bashing
Insufficient resources (e.g. technology, limited support from social services, funding for arts)	
Class size	
Limited planning time for teachers	

Strategies	Notes	# Who Prioritized the Strategy
Explore feasibility of administering a survey of teaching and learning conditions.	Go forward.	0
Provide technical assistance and support to high poverty and high minority schools focused on how to analyze and use conditions data to inform strategic changes and how to leverage community and financial resources to improve school climate and culture.		3
Targeted professional development related to appropriate and specific strategies.		1
Co-teaching support specific for ESL students.		0
Principal budget autonomy to make decisions and training on how to do that.		1

Targeted Feedback Stakeholder Session
Achievement First, Providence, RI
May 5, 2015
4:00 – 6:00 pm

1. Lauren Matlach provided an overview of the equity plan process.

2. Participants engaged in a carousel activity. Participants reviewed the root causes and strategies identified to date and added notes and additional strategies as needed. After reviewing strategies, participants prioritized the strategy.

Human Resources Policies and Practices

Root causes	Notes
Poor recruitment, hiring, and staff management policies	
Unfavorable perceptions	
Limited career paths and opportunities	teacher
Lack of competitive compensation	

Strategies	Notes	# Who Prioritized the Strategy
Pursue data sharing agreement with retirement board		1
Collect data on the number of vacancies		0
Analyze long-term substitute data	And day-long subs	0
Explore collecting teacher attendance data	Collect teacher attendance data	5
Help high poverty and high minority districts self-assess hiring, recruitment, staff management, and compensation policies	And improve	6
Facilitate reviews of teacher data		0
Adopt a state communications effort focused on sharing urban success stories		0
Establish an exploratory committee focused on innovative compensation structures	Statewide?	1
Partner with organizations to increase teacher leadership opportunities		0

Teacher and Leader Support

Root causes	Notes
Insufficient high quality professional learning, induction, and coaching opportunities	

Strategies	Notes	# Who Prioritized the Strategy
Support induction for inexperienced educators working in high poverty and high minority schools	"Gateway" for tenure	6
Provide guidance on how districts can maximize limited resources allocated for induction and peer assistance programs		2

Convene professional organizations who prepare and support school leaders and conduct a gap analysis of offerings		0
Support district self-assessment of financial allocations for professional learning		0
Facilitate cross-district collaboration related to assessing and improving cultural competency	Build into ed eval rubrics	8
Continue the principal partnership		0
Monitor leader time in classrooms		0
Reduce "pulling" teachers and leaders for district and state meetings		0

Educator Preparation and Certification

Root causes	Notes
Lack of specific preparation to work in high poverty and high minority schools	
Certification practices	

Strategies	Notes	# Who Prioritized the Strategy
Facilitate development of educator prep program survey and guide technical assistance grounded in data inquiry		0
Facilitate stronger partnerships between prep programs and districts		0
Research best practice on practicum length and propose policy change if appropriate		0
Facilitate ongoing learning on ed. prep standards		0
Increase understanding of new pathways and certificates		3
Establish regional certification task force		3
Place greater emphasis on Standard 1.6 (Equity) of ed prep standards		0
Explore providing additional certification support in highest poverty and highest minority schools.		1
Increase field experience for teacher prep programs to include more high poverty/high minority districts – Require it?		5
Analyze/backward map certification regs for ESL, MS, nurse teacher		0
Have year-long student teaching		0

Teaching and Learning Conditions and Supports

Root causes	Notes
Poor teaching and learning conditions (e.g. poor facilities, lack of a strong professional community)	
Insufficient resources (e.g. technology, limited support from social services, etc)	

Strategies	Notes	# Who Prioritized the Strategy
Explore feasibility of administering a survey of teaching and learning conditions.	Administer a teaching and learning conditions survey	0
Help high poverty and high minority schools improve conditions, such as by facilitating data reviews, connecting districts to resources, and helping districts re-allocate Title funds		0
Engage school community to actively improve schools (e.g. parent open doors, Serve RI)		1
Similar to article 31 aligned to surveyworks that acts as trigger or tipping point		0

3. Participants reviewed the draft Root Causes and Strategy section and provided the following feedback:
   - Expand TFA.
   - Expand alternate certification providers and partner with LEAs to provide certifications.
   - Allow successful schools to have a waiver to certifications.
   - Initial certification + 2 years of teaching → full certification
   - Treat 1st two years as "residency" then tenure eligible after three more years
   - Require PS:1 schools to have induction program to get Title I or II funding
   - RIDE should conduct an evaluation related to cultural competency
   - Add cultural competence to educator evaluations
   - Superintendent evaluations?
   - Have statewide pro-teacher marketing campaign with governor, RIDE, RIF
   - Bring back some form of statewide survey (e.g. SALT) or simply use Gallup Q12
   - Innovative compensation structures is a red herring. Be careful here.
   - Throughout: Change "district" to "LEA"
   - Do something ASAP in PS1 schools
   - Administering a survey in 2017 is too late.
   - Peers are the biggest swing in teacher satisfaction
   - Insufficient training on equity, diversity, and cultural competency is not the root cause of inequities.
   - Share models of stronger partnerships, but what if the teacher prep programs don't want to implement?
   - When will program completers be certified?
   - Perceived readiness v. actual readiness
   - I feel like certification support is less about knowing how to do it and more about mailing the paperwork, making phone calls, etc. Make it doable within the hours of a high-quality teacher in low income schools' work day. Hours for calling don't work when you are teaching all day. Also have run into a lot of technical issues, like certification was printed wrong, that need to be followed up on when I should be teaching.

- How will an ed prep program survey allow all RI prep programs to align together?
- How will "coach" teachers be prepared and identified?
- Why solely advance teacher learning and not all education programs grad and undergrad?
- Provide convenience for teachers—hours are only during school day, response to messages and clarification insufficient. Many times different answers from different people.
- More coordination of updates to universities on requirements in a way that makes teacher prep candidates successful to prepare
- Publicized data on school vacancies.
- Analyze disproportionality social emotional data in special education.
- Explain providing certification support in highest poverty schools and counseling days for districts.
- Regional certification task force may have too little potential for impact to be included.
- Expand student teaching and field experience. Make it a requirement! Exit interviews is a good idea.
- Tag performance objectives with each strategy.
- Don't think the data from a survey will be that useful.
- Evaluate the effectiveness of these strategies and outcomes.
- Analyze forced placements and evaluations.
- Require exit survey.
- Survey and task force need clarification
- Need strategies focused on middle schools.
- Overall structure is strong.
- Strategies seemed fairly aligned to the root cause.
- Any of these strategies could work, I think it's a question of how you measure if they are working.
- All teacher programs need to be pushed to include more practical skills on classroom/behavior management. This often seems to be a particular struggle in high poverty schools, and so could have a disproportionate impact on the success of teachers in those schools
- It's not clear how the effectiveness of any of these strategies is going to be evaluated. What are the measures that will be used to tell if the strategies are working?
- Strategies are aligned to the root causes.
- Clarify partnering with organizations to increase teacher leadership opportunities. How can we keep good teachers in the classroom?
- Exploratory committee on compensation models may have too little impact to be included.
- Conduct interviews with teachers at high poverty schools to see what are the specific challenges.
- Require exit interviews.
- Assess and publish hiring practices that are barriers to attracting/retaining talent and share back with the public.
- Are there any strategies from TNTP's "The Irresplaceables" that are missing?
- How can RIDE hold districts and unions accountable for working towards these goals too?
- "Partner with organizations…" seems misaligned because it takes teachers out of the classroom.
- What actually would RIDE have to influence collective bargaining agreements, where many of the policies are enshrined? Where could RIDE influence how they play out? Explore other urban districts (Boston, Pittsburgh) who have similar language but implement it differently.
- Collect data on # of vacancies… not just September 1st. Vacancies in May, June, July, etc. If late external hiring process, going to miss out on a lot of quality teachers.
- Analyze forced placements. Anecdotally, principals will tell you that these are the worst teachers in the district. I'd bet they are disproportionately placed at the lowest-performing schools.
- www.teachboston.org – Beautiful website for recruitment

- I think that a lot of this hinges on what sort of "teeth" RIDE has to influence. HR is driven by collective bargaining agreements. How can RIDE interact in that?
- Love the urban success story idea. You need to sell! Market! Recruit!
- Reduce costs of certification tests and costs of applying for certifications.

RIFTHP Meeting
RIFTHP, Providence, RI
May 11, 2015

1. Lauren Matlach provided an update on the equity plan process.

2. Participants engaged in a carousel activity and provided feedback on strategies identified.

Root Cause: ***Lack of specific preparation to work in high poverty and high minority schools***

Notes: Why should it be different?

Strategies	Notes	# of Participants Who Prioritized this Strategy
Facilitate development of educator preparation program survey and guide technical assistance grounded in data inquiry.		**0**
Facilitate stronger partnerships between preparation programs and districts with highest poverty and highest minority schools.	**ALL**	**2**
Research best practice on practicum length and propose policy change as appropriate.	✓	**0**
Facilitate ongoing learning related to educator preparation program standards.		**0**
Place greater emphasis on Standard 1.6 (Equity) of the RI Standards for Ed prep.		**0**

Root Cause: ***Poor teaching and learning conditions and insufficient resources***

Strategies	Notes	# of Participants Who Prioritized this Strategy
Explore feasibility of administering a survey of teaching and learning conditions	Not the answer Lip service NO more surveys Need to use the results from the survey	0
Help LEAs improve teaching and learning conditions by connecting districts with resources, facilitating data reviews, and identifying ways to improve school and teaching and learning conditions		0
Funding to urbans to improve aging and inadequate facilities and resources		10
More wraparound services		0
$$$		0
Vendors that actually fulfill contracts (cleaning, food service)		0

Training for administrators on how to leave		0

Root Cause: ***Insufficient high quality professional learning, induction, and coaching***

Strategies	Notes	# of Participants Who Prioritized this Strategy
Support induction for inexperienced educators especially those working in high poverty and high minority schools	And mentoring Novice and experienced teachers Individuals in Providence, West Warwick, Pawtucket Provide a train the trainer model to district to support PD for new/existing mentors	6
Provide guidance on how districts can maximize limited resources allocated for induction and peer assistance and review.	Providence already has it	
Convene professional organizations that prepare and support leaders to conduct a gap analysis of offerings and approaches	AFT data course	
Convene principals and coordinate cross-district professional learning opportunities for school leaders in highest poverty and highest minority districts.		
Analyze disproportionality data and provide targeted supports as needed..		
Support district self-assessment of financial allocations.	✓	
Facilitate cross-district collaboration related to assessing and improving cultural competency.	✓	1
Continue the principal partnership.	✓	
Improve training and support on the building administrator evaluation model..	✓	

Root Cause: ***Unfavorable perceptions of high poverty and high minority schools***

Strategies	Notes	# of Participants Who Prioritized this Strategy
Adopt a state communications effort focused on sharing urban successes.	Communicate to the media it is okay to report the good stuff. Change the conversation. Perceptions of high poverty and high minority schools is negative. Involve family and community in schools and activities.	**9**

Root Cause: ***Limited career paths and leadership opportunities***

Notes: Issue for all buildings and districts

Who says? Disagree.

Strategies	Notes	# of Participants Who Prioritized this Strategy
Partner with organizations to increase teacher leadership opportunities		
Provide multiple opportunities for teachers to take leadership roles.		

Root Cause: ***Lack of competitive compensation***

Strategies	Notes	# of Participants Who Prioritized this Strategy
Establish exploratory committee focused on innovative compensation structures.		
Change formula for pay.		
Recognition for experience.		
Career changers who are in social security need to stay in social security		

Root Cause: Confusing/hard-to-meet certification requirements (i.e. ELL certificate, confusion re: reciprocity, middle school grade ranges)

Notes: Also self-contained middle and high school special education teachers needing content in order to be considered highly qualified

Strategies	Notes	# of Participants Who Prioritized this Strategy
Explore providing certification support to highest poverty and highest minority schools		
Increase understanding of new pathways and certificates.	What are the new pathways? Shouldn't all educators be certified?	
Establish regional certification task force.		
RIDE needs to clarify the process (website).	Is RIDE no longer doing credential review?	
Explore statement. Tighten up the emergency certification process.		

Detangle certification from evaluation.

Root Cause: Poor recruitment, hiring, and staff management practices

Strategies	Notes	# of Participants Who Prioritized this Strategy
Pursue data sharing agreement with the retirement board.		0
Collect data on the number of vacancies as of 9/1		0
Analyze long term substitute data	If someone is on long-term leave but has a certified sub, how is that recorded?	0
Explore collecting teacher attendance data	How does this relate to high poverty schools?	0
Help district leaders self-assess HR practices and take action		0
Facilitate data reviews		0
Poor perception of teaching profession reduces applicant pool		5
Subs aren't required to be certified. Reconsider why we relaxed requirements.	Subs need experience and qualifications	2
Reduce non-instructional duties of teachers/protect teacher time		0

3. **Colleen Callahan asked about next steps for the plan and inquired about opportunities to further engage in the work.**

Human Resources Triannual Meeting
RIDE, Providence, RI
May 20, 2015

1. Lauren Matlach provided an overview of the equity plan process.

2. Participants engaged in a four corners activity to identify root causes and propose strategies. Participants reviewed the question then talked with partners about potential reasons/root causes and strategies. Participants recorded their thoughts on index cards.

Question	Root Causes	Strategies
Why do high poverty and high minority schools have greater percentages of inexperienced teachers, support professionals, and leaders working in them?	▪ Why work in providence when you can work in a suburb? ▪ The location of schools within city [is not desirable] ▪ Insufficient funds to provide supports, such as coaching ▪ Lack of resources ▪ Demographic differences within the state (north v. south) for teachers and leaders ▪ These contexts are intimidating to beginner teachers. ▪ Lack of parental support? ▪ Reward factor? Is there less student interest? ▪ Worse in high school? ▪ Climate issues ▪ Training ▪ Safety and welfare	▪ Give districts more funding ▪ Provide specific funding for induction coaches ▪ Give more money to minority areas ▪ Provide leaders with resources for support for dealing with challenges in these schools ▪ Specialized training to beginning teachers or a solid, present coach. ▪ More $ ▪ Prep all teachers on how to deal with human conditions during college ▪ Colleges need to identify developing students who would make great teachers. ▪ Create a healthy, safe environment. ▪ Use induction effectively. ▪ $ ▪ Provide bonuses/incentives to

Question	Root Causes	Strategies
		attract experienced teachers
Why do middle schools have greater percentages of inexperienced teachers, support professionals, and leaders compared to elementary schools and high schools?	▪ Students are challenging at that age. ▪ Certifications are challenging (grades 5-8 you have secondary in school that teaches 5-6) ▪ We feel this does not apply to middle school in our district but think the population of students and their emotional development could be a cause. ▪ Definition of middle school not clear/certification. ▪ Student population (age) ▪ Teachers either want to be elementary or high school. ▪ Challenging adolescent age (drama, discipline) ▪ Developing teachers need to handle people/student dynamics, not just content	▪ RIDE going back to old cert. ways. ▪ Target training/education to cover emotional aspects of development. ▪ Uniform certification ▪ Assignment ▪ Improve preparation for dealing with middle school students ▪ Look at what makes middle school educators effective and supported in their role and use that information when recruiting and supporting middle school educators ▪ Have colleges better identify best fit for soon-to-be teachers (school level, context, etc.)
Why do high poverty and high minority schools have greater percentages of emergency-certified and preliminary-certified teachers working in them?	▪ Same reasons as inexperienced (not desirable, can't fill vacancies) ▪ Issue of language barrier – need more bilingual educators ▪ Alternative prep	▪ Attract more bilingual speakers into education programs in college ▪ Decide whether this is really a problem ▪ Ensure new/emergency or preliminary certified teachers receive good

Question	Root Causes	Strategies
	programs tend to place candidates in these schools (e.g. TFA) ▪ High turnover	induction coaching ▪ Provide financial support (e.g. tuition reimbursement) to people pursuing degrees in these areas. ▪ Provide incentives to retain staff.

Appendix VI. Excerpts from #edchatri on May 1, 2015

(b)(6)

Don Miller @(b)(6) May 3
Welcome to #edchatri tonight we will be looking at Equity in Education and we welcome @(b)(6) from RIDE who will lead our chat
1

Lauren K. B. Matlach @(b)(6) · May 3
Thanks, @(b)(6) Super excited to lead tonight's discussion about the equitable distribution of educators. #edchatri
2 2

Lauren K. B. Matlach @(b)(6) May 3
RIDE must submit plan to US Dept of Ed talking about how we will ensure all students have equitable access to excellent educators. #edchatri
1

Lauren K. B. Matlach @(b)(6) · May 3
RIDE will use the info from tonight's discussion to inform our state's equity plan. #edchatri
1 1

Lauren K. B. Matlach @(b)(6) · May 3
Welcome! We are excited to hear your thoughts tonight about access to great educators! #edchatri
1

Lauren K. B. Matlach @(b)(6) · May 3
Q1: Do you think all students have equal access to great educators in RI? Why or why not? #edchatri
1

(b)(6)

Louise Seitsinger @(b)(6) · May 3
#edchatri A1 Absolutely! There r many talented, dedicated, highly qualified Ts wirking tirelessly to meet the inst. soc./emot. needs of Ss

1 6

Nicole Rattay @(b)(6) · May 3
A1: I think the question should be how to we make sure all Ss in RI have equal access to great educators #edchatri

2

Nicole Bucka @(b)(6) · May 3
A1 Ss don't have equal access to great Ts in RI/US. Why-Turnover, salary, stress/workload, union (seniority, shuffling, lost yrs) #edchatri

4

Michelle Grimaldi @(b)(6) · May 3
@nbucka I think we have to look at the reasons for turnover and burnout and need great leaders to create great educators #edchatri

5 View conversation

Louise Seitsinger @(b)(6) · May 3
#edchatri A1 I believe we need to make sure we r supporting Ts to be the best they can be starting w/ curric., p.d., assessments, etc.

2

Dana Morel @(b)(6) · May 3
A1: No, I think districts that are well run & valued by their community leaders are more attractive to highly effective Ts #edchatri

1

Lauren K. B. Matlach @(b)(6) · May 3
Q2: Why do you think teachers want to work in some areas of the state and not others? #edchatri

1 1

Nicole Bucka @(b)(6) · May 3
Cycle: More challenging areas get new/inexperienced Ts, work-burnout/overwhelm, & often don't compensate for extra work-Ts leave #edchatri

2

(b)(6)

Nicole Rattay @(b)(6) · May 3
A2: @(b)(6) - sometimes it is due to where Ts live or the mission/vision of the school/community. #edchatri

2

Bill Pepin @(b)(6) · May 3
@lkbivona I would encourage people to consider the effect of stable leadership and access to resources in this discussion. #edchatri

4 View conversation

Dana Morel @(b)(6) · May 3
A1: to clarify-all districts have great educators but ones with high staff turnover don't give Ss equal access.Ts get frustrated #edchatri

1

Mike Hassell @(b)(6) · May 3
A1: It takes innovative and tireless leadership to shift a good urban district to a great one #edchatri

2

Alan Tenreiro @(b)(6) May 3
A1: need 2 shrink variability in effectiveness across districts- Educators need various kinds of support to build learners' brains #edchatri

1 1

Louise Seitsinger @(b)(6) · May 3
#edchatri A2 Union leadership plays a part in this as well. Level the opportunities by making sure districts work in alignment w/RIDE goals

Nicole Rattay @(b)(6) · May 3
A2: Statewide Sabbatical program - after Ts teach for 3 years, we rotate a cohort of 10-20 Ts to participate in state program. #edchatri

1 3

(b)(6)

k @(b)(6) · May 3
Support systems and effective idea sharing & communication need to be built across the state an not just w/ admins #edchatri

4

Jeremy Chiappetta @(b)(6) May 3
A2 - hiring rituals in many districts appear arcane and difficult to navigate for "outsiders" #edchatri

2

Lori Batista McEwen @(b)(6) May 3
@(b)(6) Yes to sabbaticals and/or to interdistrict teaching opps-#edchatri

1 4 View conversation

Yanaiza Gallant @(b)(6) May 3
A1:I believe that high teacher/leader turnover in urban districts do not give Ss opportunity for continuity, thus less equitable #edchatri

2

Michelle Grimaldi @(b)(6) May 3
Support, appreciation, acknowledgement, and leadership roles for great teachers #edchatri

1

Dana Morel @(b)(6) May 3
A2: Turnover at the top speaks volumes. The problem starts when districts can't hire & retain effective leaders #edchatri

2

(b)(6)

Jeremy Chiappetta @(b)(6) · May 3
A2: we have real race and class issues in our society that drive many of these decisions #edchatri

6

Amy @(b)(6) · May 3
@(b)(6) my students are so use to high turnover. Every year they ask me if I'm coming back #edchatri

3 View conversation

Liz McGuire @(b)(6) May 3
A2: Bc of the inequities. Support and monetary resources are only a part of the picture #edchatri

2

eric lopez @(b)(6) · May 3
Brilliant! @(b)(6) #edchatri

Nicole Rattay @(b)(6)
A2: Statewide Sabbatical program - after Ts teach for 3 years, we rotate a cohort of 10-20 Ts to participate in state program. #edchatri

2 5

Yanaiza Gallant @(b)(6) · May 3
A2: the demands that are associated with a "priority"school are aggressive. Burnout comes with it! Important to have Tchr wellness #edchatri

1 3

Louise Seitsinger @(b)(6) May 3
#edchatri A2 In such a small state there needs to be some commonality of Ts expectations, resources, P.D., assessments; Evals. have helped

3

(b)(6)

Louise Seitsinger @(b)(6) · May 3
#edchatri A3 People will move where District leadership is creative, collaborative, communicative, focused, ;T, S, & Admin. support is evid

1 4

Jeremy Chiappetta @(b)(6) · May 3
A3: @(b)(6) has relatively young Ts and Leaders. We hire for growth mindset and belief in all Ss ability to achieve. #edchatri

5

Lauren K. B. Matlach @(b)(6) · May 3
Q3: Where (subject area, geographic region, grade level) do you see more new teachers and principals working in the state? Why? #edchatri

Bill Pepin @(b)(6) · May 3
I'd like to see real building based management and decision making. #edchatri

1

Shawn Rubin @(b)(6) · May 3
@(b)(6) This would work great in tandem w/ #FuseRI Fellowship. It's overwhelming how much our Fuse Fellows are balancing. #EdChatRI

6 View conversation

Nicole Bucka @(b)(6) · May 3
@(b)(6) Mindfulness should be a staff must, along with PIBS for staff #edchatri

2 View conversation

Amy @(b)(6) · May 3
It is also no secret that who you know will get you a job in a good district in RI. #edchatri

2

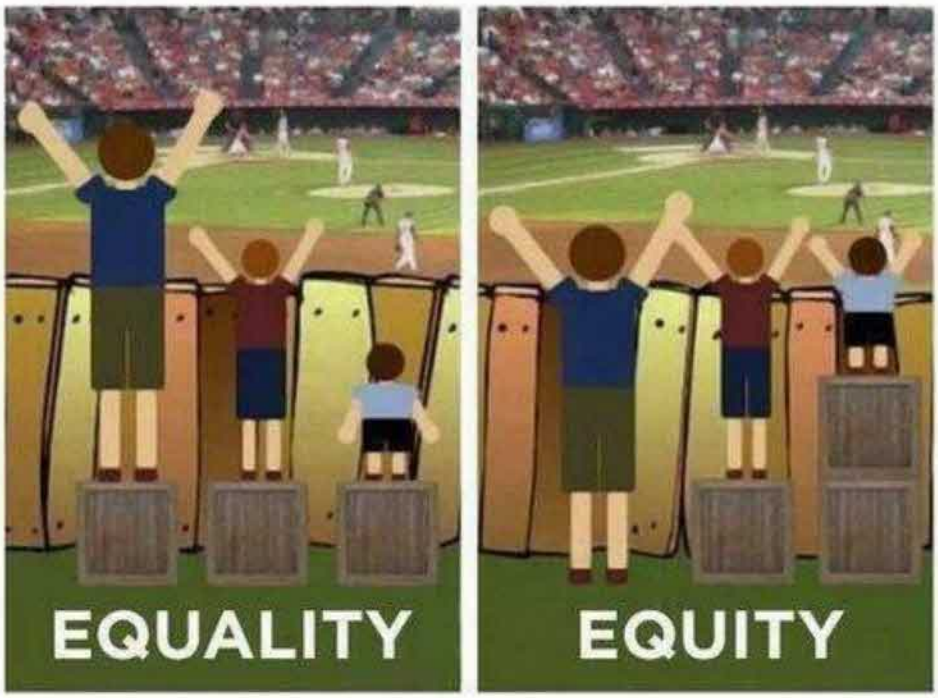
Michelle Grimaldi @(b)(6) · May 3
When Ss with most significant needs have least amount of support, Ts who work with those Ss burnout trying to do everything #edchatri

3

(b)(6)

Mike Hassell @(b)(6) · May 3

Some of our RI districts need more support than others. #edchatri



Lauren K. B. Matlach @(b)(6) May 3

Q4: What are some innovative ways you recruit, support, and retain new educators? #edchatri

1

(b)(6)

Jeremy Chiappetta @(b)(6) · May 3
A4: always recruiting. ALWAYS. #edchatri
...ckstonevalleyprepcareers.silkroad.com

2

Tim Hayes @(b)(6) May 3
Look at the people who hire teachers. If a district has subpar teachers why were they hired/retained in the first place? #edchatri

1 4

Dana Morel @(b)(6) May 3
A3: Unfortunately, many new Ts get jobs in classrooms where the highest skilled Ts are needed - urban, disadvantaged areas #edchatri

1 4

Amy @(b)(6) · May 3
@(b)(6) yes leadership is key. Great leaders are the reason I stay at my school. #edchatri

3 View conversation

Nicole Bucka @(b)(6) May 3
@(b)(6) When I moved here, 4 yrs ago-applied everywhere & was told this-2 degrees, 12+yrs, too $ although resume rocked #edchatri

1 View conversation

Nicole Rattay @(b)(6) May 3
I've had this idea brewing for months... how do would we get this going/supported? @(b)(6) #edchatri

> **Shawn Rubin** @(b)(6)
> @(b)(6) This would work great in tandem w/ #FuseRI Fellowship. It's overwhelming how much our Fuse Fellows are balancing. #EdChatRI

3

k @(b)(6) · May 3
We should try to find common times to collaborate & share PD across districts. Also visit other schools, I say it all the time #edchatri

1 6

(b)(6)

Louise Seitsinger @(b)(6) May 3
#Edchatri A4 We assign mentors for all new teachers; there is related coaching, PD specifically design 4 their needs; colleague & prin supp

4

Steve Wyborney @(b)(6) - May 3
A4 We set up a New Teacher Institute for peer support, began a chat-based PD series using instant messaging, made a video PD drive #edchatri

2 5

Nicole Bucka @(b)(6) - May 3
@(b)(6) Absolutely-end practices like HR screening by low cost Ts, encourage great Ts to urban w grad loan repayment/ #edchatri

1

View conversation

Yanaiza Gallant @(b)(6) May 3
A4: working off strengths has helped create a workplace where everyone matters and feels it! We ALL bring something to the table! #edchatri

5

Jeremy Chiappetta @(b)(6) May 3
A4: @LinkedIn @OneDayAllKids @facebook @twitter #edchatri all places to try to meet talented Ts and Leaders

3

Lori Batista McEwen @(b)(6) May 3
@(b)(6) The loan forgiveness aspect is a big piece of our long-term pipeline plan. #edchatri

3

View conversation

Dana Morel @(b)(6) May 3
A4: curious to hear from urban districts - in a district like Scituate literally over hundred will apply for an elementary job. #edchatri

1

Michelle Grimaldi @(b)(6) May 3
A4: I would love hands-on internships for new hires and competitive residencies #edchatri

2 4

(b)(6)

Melissa Marino @(b)(6) · May 3
Q4. Sometimes new 2 grade level ex. leave Gr. 5 and come to Gr. 2- Need to pair up w/ mentor teacher to offer support & resources #edchatri

4

Elaine Farber Budish @(b)(6) May 3
A2: part of it is knowing what resources students need from teachers/schools vs what they r likely to get at home #edchatri

Liz McGuire @(b)(6) May 3
@(b)(6) which is why induction coaching is needed & institutes of higher ed need to revamp traditional teaching methods #edchatri

1 2 View conversation

Nicole Bucka @(b)(6) · May 3
@(b)(6) What about sub par leaders-RI can churn/recycle like I've never seen. Should promote great Ts to great leaders #edchatri

1 6 View conversation

Mary Ann Snider @(b)(6) · May 3
So is the equity divide about experienced vs, inexperienced teachers? Is there more to the issue? #edchatri

Alan Tenreiro @(b)(6) · May 3
A4: @(b)(6) runs an amazing differentiated, personalized, and blended PD program to support teachers #edchatri

2 3

(b)(6)

Michelle Grimaldi @(b)(6) · May 3
@(b)(6) I don't think it's all about experience vs. inexperience **#edchatri**
1 View conversation

Alan Tenreiro @(b)(6) May 3
A4: Still a lack of regular, just in time, weekly support needed for teachers new to profession **#edchatri**
2

Melissa Marino @(b)(6) May 3
@(b)(6) Love this and always
work hard to make sure people feel this way! **#edchatri**
3 View conversation

Louise Seitsinger @(b)(6) May 3
#edchatri A4 Most important is to have a PLC where new Ts & all Ts collab. & share success instruct. strategies & lessons; ques w/out risk
1

Jeremy Chiappetta @(b)(6) · May 3
@(b)(6) equity divide NOT about experience - it's about support, mission alignment, belief in ALL Ss, NOT years of service **#edchatri**
1 3 View conversation

(b)(6)

Nicole Rattay @(b)(6) May 3
We pay Ts for masters/doctoral degrees, what if districts used the money to support sabbatical programs. #**edchatri**

Shawn Rubin @ShawnCRubin
@(b)(6) It's been tossed around a lot since I started teaching, but funding's never been there for full sabbatical. @(b)(6) #EdChatRI

2

Michelle Grimaldi @(b)(6) May 3
A4: PLCs that encourage growth and equity #**edchatri**

Yanaiza Gallant @(b)(6) May 3
@(b)(6) way more ! Access to technology in and out of school, enrichment programs, building conditions, parental involvement #**edchatri**

1 View conversation

Dana Morel @(b)(6) May 3
@(b)(6) Agree - I started out as an ESL teacher in Prov. w/ zero support from admin. An induction coach would have been great #**edchatri**

4 View conversation

Jeremy Chiappetta @(b)(6) May 3
@(b)(6) I've seen research from @TNTP that shows investment in additional degrees is often ill spent #**edchatri** tntp.org/blog/post/how-...

2 View conversation

Nicole Bucka @(b)(6) May 3
In my CA 1st job, I had a mentor, great success-but the need of community (caring so much) burnt me out-need to personally support #**edchatri**

1

(b)(6)

Jeremy Chiappetta @(b)(6) · May 3
@(b)(6) @(b)(6) agreed - I think @(b)(6) targets yr 3-8 for celebration (and $$) @(b)(6) #edchatri

1 3 View conversation

Lori Batista McEwen @(b)(6) · May 3
@(b)(6) And yet, experience matters. T's often hit best stride after yr 3.Important to retain Ts & help them grow. #edchatri

2 8 View conversation

Lauren K. B. Matlach @(b)(6) · May 3
Q6. If you could focus on improving just one thing in order to increase access to excellent educators, what would it be? #edchatri

1

Jeremy Chiappetta @(b)(6) · May 3
A6: We actually need Ts who want to be there. Many seats filled by those who don't even show up. golocalprov.com/news/report-ri... #edchatri

3 3

Yanaiza Gallant @(b)(6) · May 3
A4:at the end of the day Tchs need to be matched with Ss they believe in.. You should not work in Urban if you believe they CAN'T #edchatri

3 8

Lauren K. B. Matlach (b)(6) · May 3
For Q6, also think about ? from RIDE's perspective. Remember RIDE doesn't have power over $. What is one thing RIDE can do? #edchatri

(b)(6)

Steve Wyborney @(b)(6) · May 3
A6 Substantially increase time for professional reflection and teaming in order to make time and space for rapid growth. #edchatri

3

Nicole Bucka @(b)(6) May 3
A6 Increase access to great Ts? Get our T (and admin cert) preservice up to date, evid based, & lab of educ innovation #edchatri

2

Colleen Mercurio @(b)(6) May 3
A6 We need to reshape the public's perception of teachers to increase access to excellent teachers Blaming/bashing has to stop #edchatri

1 3

Shawn Rubin @(b)(6) May 3
@(b)(6) For me BL is engine of digital conversion. It's method & model to support personalized &/or student-centered learning #EdChatRI

View conversation

1

Elaine Farber Budish @(b)(6) · May 3
A4: ongoing improvement focused supports from school leaders and peers. For new AND struggling veteran Ts #edchatri

Alan Tenreiro @(b)(6)
A4: Still a lack of regular, just in time, weekly support needed for teachers new to profession #edchatri

(b)(6)

k @(b)(6) · May 3
A6: ask the kids. They will tell you. #truth #**edchatri**

1 5

Bill Pepin @(b)(6) · May 3
A6. Good and stable leadership solves most of the issues mentioned tonight. Weak leadership allows weak Ts. #**edchatri**

1 6

Yanaiza Gallant @(b)(6) · May 3
A6: we need Autonomy,ability to bring decision making as close to the Ss as possible!Less "telling" what to do and more listening #**edchatri**

1 2

Mike Hassell @(b)(6) · May 3
A6: stronger partnerships with RI teach prep and RI urban districts. We sometimes check the diversity training box and move on. #**edchatri**

1 5

Louise Seitsinger @(b)(6) · May 3
#**edchatri** A6 Professional learning opport. that r embedded for all Ts; needs to be authentic, ongoing, & differentiated based on Ts needs

1

Yanaiza Gallant @(b)(6) · May 3
A6:if the words"those type of kids"and/or"these kids"ever come out of anyone's mouth in urban Ed, or ANY Ed, it's time to move on! #**edchatri**

1 8

(b)(6)

Amy @(b)(6) · May 3
@(b)(6) Support! Not enough if any support for new teachers. #edchatri

View conversation

1

Michelle Grimaldi @(b)(6) · May 3
A6: More focus on importance of Ts specializing in executive skills--skills Ss need BEFORE they can even function in the classroom #edchatri

1

Elaine Farber Budish @(b)(6) May 3
#edchatri support the whole child. How can we make sure kids are focused and ready to learn when in school?

> **Michelle Grimaldi** @(b)(6)
> we need social/emotional coaches to help Ts help Ss with these needs--not just content area coaches #edchatri

2

Dana Morel @(b)(6) May 3
A6: agree with @(b)(6) higher ed partnerships w/ urban districts partnered w/ strong leadership are key #edchatri

2

eric lopez @(b)(6) · May 3
A6 Introduce a plan to give more opportunity for Parents' involvement! In their children's success! #edchatri

1

Louise Seitsinger @(b)(6) May 3
#edchatri A6 RIDE can demand & ensure that all pre service teacher programs r equitable & of high quality in alignment w/ districts

3

Jeremy Chiappetta @(b)(6) · May 3
A6: in many urban communities in RI, huge % of Ts reportedly absent >10 or more days #edchatri

1

(b)(6)

Louise Seitsinger @(b)(6) · May 3
#edchatri A6 Find more creative & collab. ways to stay connected to district., Ss, & Ts needs.

2

Michelle Grimaldi @(b)(6) · May 3
A6: increase psych course requirements for Ts #edchatri

3

k @(b)(6) · May 3
What student or parent wouldn't want an AWESOME teacher? Every child deserves the best and we must work together for our kids. #edchatri

1 3

Alan Tenreiro @(b)(6) · May 3
A6: Increased length and rigor of student teaching experience #edchatri

1 7

Nicole Rattay @(b)(6) · May 3
Agree. At least a full year, if not longer. #edchatri

> **Alan Tenreiro** @(b)(6)
> A6: Increased length and rigor of student teaching experience #edchatri

2

Lori Batista McEwen @(b)(6) · May 3
@(b)(6) Professional Development Schools are the way to go! #edchatri

3 View conversation

Yanaiza Gallant @(b)(6) · May 3
A6:create opportunities for Tchs to LEAD without leaving the classroom!Be creative with scheduling and hiring! Work off interests #edchatri

1 5

Lauren K. B. Matlach @(b)(6) · May 3
Last 1! Q7: Cultural competency keeps coming up. What are ways to increase cultural competency of current and future educators? #edchatri

1 1

(b)(6)

Nicole Bucka @(b)(6) · May 3
@(b)(6) Maybe a key strategy would be to get urban grants2 build SEL community collaborations in schools-didn't Iowa do that? #edchatri

1 View conversation

Jeremy Chiappetta @(b)(6) · May 3
A7: add #culturalcompetency to hiring and #edeval process - working on that now @(b)(6) #edchatri

1 1

Jeremy Chiappetta @(b)(6) · May 3
@(b)(6) year long student teaching could become the norm #edchatri

6 View conversation

Erin Stevenson @(b)(6) · May 3
A7: Teacher prep MUST have more than 1 "check box" multicult/diversity course. Majority T's are white female, majority Ss are not #edchatri

4

Louise Seitsinger @(b)(6) May 3
#edchatri A7 I think that starts w/ the quality of Ts pre service training & continues w/ PD & support of Ts understanding of related cult

Yanaiza Gallant @(b)(6) May 3
Cultural competency needs to start at a district level.. How many Tchs/leaders look like the Ss they are responsible for? #edchatri

2 2

Jeremy Chiappetta @(b)(6) May 3
@(b)(6) check out @(b)(6) #edchatri @(b)(6)
@(b)(6)

1 View conversation

Amy @(b)(6) · May 3
I would love this. I want to be a leader but not necessarily a principal at this time. #edchatri

Yanaiza Gallant @(b)(6)
A6:create opportunities for Tchs to LEAD without leaving the classroom!Be creative with scheduling and hiring! Work off interests #edchatri

1 4

(b)(6)

Dana Morel @(b)(6) May 3
A7: future educators through higher ed teacher prep partnerships with the community. RIC / PC already located in the urban setting #edchatri

1

Michelle Grimaldi @(b)(6) · May 3
@(b)(6) make the data meaningful and necessary to drive progress #edchatri

1 View conversation

Nicole Rattay @(b)(6) 7 · May 3
A7: This is a key factor in enabling Ts to be effective with students from cultures other than their own. #edchatri

1

Jeremy Chiappetta @(b)(6) · May 3
A7: provide authentic opportunities to discuss issues of gender, race, and class @(b)(6) #edchatri

3 4

Elaine Farber Budish @(b)(6) May 3
Great idea coming out of #edchatri 2nite. Powerful thinking on making sure ALL kids have great Ts @(b)(6)

> **Jeremy Chiappetta** @(b)(6)
> @(b)(6) year long student teaching could become the norm #edchatri

1 3

Alan Tenreiro @(b)(6) May 3
Cultural competence is both a moral and ethical responsibility to create a welcoming environment for students to succeed #edchatri

2 3

Erika Sanzi @(b)(6) May 3
A7: Talk about race. And class. Don't pretend it doesn't exist or just gloss over. Dig in. Hear students. And parents. And listen. #edchatri

4 9

(b)(6)

k @(b)(6) · May 3
Cultural responsibility is also responding to the needs of ALL types of learners. #edchatri

4

Tim Hayes @(b)(6) · May 3
We have a lot of qualified substitute teachers on the sidelines who would be great teachers, yet they can't get in. Why? #edchatri

2

Dana Morel @(b)(6) May 3
A7: schools w/ a positive school culture & effective leadership tend to have Ts who engage more w/ the community where they teach #edchatri

3 6

Mary Ann Snider @(b)(6) May 3
Thank you, all! #edchatri

4

Lauren K. B. Matlach @(b)(6) · May 3
Thank you for the rich discussion! Always a great conversation on #edchatri!

4

Appendix VII. Statewide Distribution of 2013-14 Final Effectiveness Ratings of Building Administrators and Teachers, as Reported by September 1, 2014

LEA Name	Ineffective		Developing		Effective		Highly Effective		Total
	#	%	#	%	#	%	#	%	
Achievement First Providence	0	0.0%	0	0.0%	4	40.0%	6	60.0%	10
Barrington	0	0.0%	2	0.8%	41	16.1%	212	83.1%	255
Beacon Charter School	0	0.0%	0	0.0%	7	36.8%	12	63.2%	19
Blackstone Academy	0	0.0%	0	0.0%	10	71.4%	4	28.6%	14
Blackstone Valley Prep	0	0.0%	1	1.1%	59	67.8%	27	31.0%	87
Bristol Warren	4	1.5%	5	1.9%	165	63.2%	87	33.3%	261
Burrillville	0	0.0%	1	0.6%	91	54.2%	76	45.2%	168
Central Falls	1	0.6%	0	0.0%	35	21.3%	128	78.0%	164
Chariho	0	0.0%	1	0.4%	60	21.4%	220	78.3%	281
Coventry	1	0.3%	4	1.1%	95	25.6%	271	73.0%	371
Cranston	0	0.0%	3	0.3%	339	38.0%	550	61.7%	892
Cumberland	0	0.0%	6	1.8%	175	52.2%	154	46.0%	335
Davies Career and Tech	0	0.0%	2	2.8%	39	54.2%	31	43.1%	72
East Greenwich	0	0.0%	1	0.6%	42	23.7%	134	75.7%	177
East Providence	5	1.3%	17	4.3%	171	43.6%	199	50.8%	392
Exeter-West Greenwich	0	0.0%	4	2.7%	73	50.0%	69	47.3%	146
Foster	0	0.0%	0	0.0%	12	54.5%	10	45.5%	22
Foster-Glocester	0	0.0%	1	1.0%	36	35.3%	65	63.7%	102
Glocester	0	0.0%	0	0.0%	31	66.0%	16	34.0%	47
Highlander	0	0.0%	0	0.0%	20	69.0%	9	31.0%	29
International Charter	0	0.0%	0	0.0%	7	26.9%	19	73.1%	26
Jamestown	0	0.0%	1	1.9%	36	69.2%	15	28.8%	52
Johnston	0	0.0%	3	1.3%	121	51.5%	111	47.2%	235
Kingston Hill Academy	0	0.0%	0	0.0%	15	93.8%	1	6.3%	16
Learning Community	0	0.0%	0	0.0%	6	15.0%	34	85.0%	40
Lincoln	0	0.0%	2	0.8%	111	44.0%	139	55.2%	252
Little Compton	0	0.0%	1	3.1%	11	34.4%	20	62.5%	32
MET Career and Tech	0	0.0%	2	2.6%	55	70.5%	21	26.9%	78

LEA Name	Ineffective		Developing		Effective		Highly Effective		Total
	#	%	#	%	#	%	#	%	
Middletown	0	0.0%	1	0.6%	26	14.4%	153	85.0%	180
Narragansett	0	0.0%	0	0.0%	84	61.8%	52	38.2%	136
New Shoreham	1	4.0%	1	4.0%	17	68.0%	6	24.0%	25
Newport	2	1.2%	1	0.6%	122	71.3%	46	26.9%	171
North Kingstown	1	0.3%	2	0.6%	94	29.5%	222	69.6%	319
North Providence	0	0.0%	4	1.6%	99	39.3%	149	59.1%	252
North Smithfield	0	0.0%	0	0.0%	63	44.1%	80	55.9%	143
Paul Cuffee Charter School	0	0.0%	0	0.0%	31	43.7%	40	56.3%	71
Pawtucket	1	0.2%	15	2.4%	355	56.3%	259	41.1%	630
Portsmouth	0	0.0%	3	1.6%	119	62.0%	70	36.5%	192
Providence	17	1.2%	30	2.0%	577	39.1%	851	57.7%	1475
Rhode Island School for the Deaf	0	0.0%	0	0.0%	12	63.2%	7	36.8%	19
Rhode Island Nurses Institute Middle College	1	5.6%	0	0.0%	17	94.4%	0	0.0%	18
Scituate	0	0.0%	0	0.0%	60	50.4%	59	49.6%	119
Segue Institute for Learning	0	0.0%	1	3.8%	11	42.3%	14	53.8%	26
Sheila Skip Nowell Leadership Academy	*		*		*		*		*
Smithfield	0	0.0%	6	3.2%	96	51.9%	83	44.9%	185
South Kingstown	1	0.4%	3	1.1%	142	51.1%	132	47.5%	278
The Compass School	1	8.3%	0	0.0%	10	83.3%	1	8.3%	12
The Greene School	0	0.0%	0	0.0%	15	93.8%	1	6.3%	16
Tiverton	0	0.0%	1	0.6%	75	46.3%	86	53.1%	162
Trinity Academy for the Performing Arts	1	10.0%	0	0.0%	5	50.0%	4	40.0%	10
Urban Collaborative	*		*		*		*		*
Village Green Virtual	*		*		*		*		*
Warwick	2	0.2%	2	0.2%	362	42.3%	489	57.2%	855
West Warwick	0	0.0%	0	0.0%	32	13.6%	203	86.4%	235
Westerly	0	0.0%	3	1.2%	84	34.3%	158	64.5%	245
Woonsocket	2	0.5%	7	1.8%	160	40.3%	228	57.4%	397
*** data omitted due to less than 10 records in the dataset.**									

Appendix VIII. Analysis of Teacher Compensation Scales

After hearing from multiple stakeholders that teacher compensation is a root cause underlying teacher equity gaps, RIDE staff analyzed teacher compensation scales. The following tables draw upon RIASC-compiled files, LEA websites, and data from NCTQ to provide some cross-LEA and cross-state comparisons.

The basic teacher salary scale does not include any additional offered compensation for additional education, leadership (such as a department head), National Board Teacher status, or longevity. These scales do not include compensation information for charter schools.

Table 17. Range of 2013-14 Basic Teacher Salary Scales

	Step 1	Step 10	Highest Step (Step 10 or higher)
All LEAs (36)	$35,179 to $47,087	$64,577 to $80,093	$66,873 to $80,093
LEAs with highest poverty and highest minority schools (3)	$38,872 to $46,000	$66,837 to $72,500	$72,500 to $75,023

Sources: RIASC-compiled data files and LEA websites. At the time of data collection, six LEAs were currently in negotiations and three LEAs were missing. RIDE staff located 2013-14 salary scales on LEA websites for the nine LEAs missing from the RIASC file.

The basic teacher salary scale does not include any additional offered compensation for additional education, leadership (such as a department head), National Board Teacher status, or longevity. These scales do not include compensation information for charter schools.

Table 18. 2013-14 Basic Salary Scale by LEA

LEA	Step 1	Step 10	Highest Step
Barrington	$41,237	$78,849	
Bristol/Warren	$38,211	$73,447	
Burrillville	$35,958	$70,842	
Central Falls	$46,000	$72,500	$75,023 (Step 12)
Chariho	$41,243	$71,590	$77,693 (Step 12)
Coventry	$43,007	$76,709	
Cranston[69]	$38,000	$66,977	$73,900 (Step 12)
Cumberland	$40,884	$74,232	
East Greenwich	$39,489	$75,465	
East Providence	$36,595	$66,873	
Exeter/West Greenwich	$38,460	$66,709	$77,043 (Step 12)
Foster	$38,589	$73,254	
Foster/Glocester	$35,179	$71,972	
Glocester	$39,572	$72,175	
Jamestown	$40,303	$70,032	$74,985 (Step 12)
Johnston	$39,223	$72,152	
Lincoln	$40,385	$78,289	

[69] Cranston was in contract negotiations for 2013-14. For the purposes of analysis, we assumed that the 2012-13 contract was in use during the 2013-14 school year.

LEA	Step 1	Step 10	Highest Step
Little Compton	$39,817	$71,843	
Middletown	$41,475	$71,600	$75,829 (Step 11)
Narragansett	$41,199	$77,667	
Newport	$42,417	$75,698	
New Shoreham	$40,222	$73,736	
North Kingstown	$40,980	$74,416	
North Providence	$37,393	$64,577	$70,228 (Step 12)
North Smithfield	$37,800	$67,100	$73,350 (Step 11)
Pawtucket	$38,353	$72,098	
Portsmouth	$40,600	$68,822	$74,441 (Step 11)
Providence	$38,872	$66,837	$68,489 (Step 12)
Scituate	$40,313	$74,218	
Smithfield	$40,397	$75,189	
South Kingstown	$37,607	$73,249	
Tiverton	$36,377	$68,803	
Warwick	$41,532	$76,601	
West Warwick	$38,133	$68,470	$71,558 (Step 11)
Westerly	$47,087	$80,093	
Woonsocket[70]	$39,311	$68,984	

Sources: RIASC-compiled data files and LEA websites. At the time of data collection, six LEAs were currently in negotiations. RIDE staff located 2013-14 salary scales on LEA websites for East Providence, Exeter-West Greenwich, North Kingstown, North Providence, Pawtucket, and Warwick.

Table 19. Starting Salary, Ending Salary, and Lifetime Earnings Adjusted for Cost of Living as Calculated by NCTQ using 2013-14 Salary Data

	Adjusted starting salary	Adjusted ending salary	Adjusted lifetime earnings
Hartford (CT)	$36,328	$74,462	$1,978,483
Boston (MA)	$35,524	$71,074	$1,940,889
Portland (ME)	$31,369	$73,793	$1,843,339
Springfield (MA)	$38,815	$67,321	$1,801,002
New Haven (CT)	$33,767	$69,308	$1,718,855
Burlington (VT)	$33,065	$64,565	$1,708,844
Providence (RI)	**$30,031**	**$60,938**	**$1,623,201**
Bridgeport (CT)	$29,448	$59,803	$1,519,035

Source: Joseph & Waymack, 2014

[70] Woonsocket had a four year wage freeze from 2014 to 2017. Therefore, we used the 2010-13 teacher salary scale in our analyses.

Appendix IX. Implementation Timeline of Priority Strategies

This series of tables provides an implementation timeline that identifies the strategy, the office(s) at RIDE charged with implementation, the relevant performance objective, and plans for progress monitoring and reports.

Table 20. Timelines and Milestones for Priority Strategies, by October 2015

Strategy Area	Strategy	RIDE Lead Office(s)	By October 2015…	Progress Monitoring and Reports
Educator Preparation and Certification	Research best practice on practicum and student teaching/internship experiences and propose a policy change if appropriate.	Office of Educator Quality and Certification (EQ)	RIDE will find a research partner to support research.	RIDE will monitor research quality and seek additional partners as needed.
Teacher and Leader Support	Continue providing job-embedded coaching through the principal partnership.	EQ Transformation	RIDE will collect applications from at least 5 principals in high poverty or high minority schools. RIDE will interview and select at least two principals in a high poverty or high minority school to partner with in the 2015-16 school year.	RIDE will monitor applications and engage in additional communications efforts as appropriate.
Human Resource Policies and Practices	Pursue data sharing agreement with the retirement board.	EQ	RIDE will contact the retirement board with the request.	RIDE will share information about the agreement on the blog.
	Assemble a task force focused on elevating education professions.	EQ Transformation	RIDE will assemble a task force from a diverse group of stakeholders.	RIDE will monitor stakeholder interest in participating on the task force and engage in additional communications efforts as appropriate.

Table 21. Timelines and Milestones for Priority Strategies, by December 2015

Strategy Area	Strategies	RIDE Lead Office(s)	By December 2015…	Progress Monitoring and Reports
Educator Preparation and Certification	Facilitate development/adaptation of program completer and employer surveys and offer technical assistance grounded in data inquiry.	EQ	RIDE will share survey examples from other states with educator preparation providers.	RIDE will monitor survey progress and provide additional support as needed.
	Increase understanding of new pathways and certificates.	EQ	RIDE will conduct a focus group on the certification website and gain feedback on how to increase the clarity of the information available.	RIDE will share findings internally to inform changes to the website.
Teacher and Leader Support	Facilitate cross-LEA collaboration related to assessing and improving cultural competency.	OSCAS	RIDE will host a brown bag meeting for RIDE staff members focused on cultural competency.	RIDE will review results of a post-meeting survey to identify if additional supports are needed.

Table 22. Timelines and Milestones for Priority Strategies, by June 2016

Strategy Area	Strategies	RIDE Lead Office(s)	By June 2016…	Progress Monitoring and Reports
Educator Preparation and Certification	Facilitate development/adaptation of program completer and employer surveys and offer technical assistance grounded in data inquiry.	EQ	Educator preparation providers will draft and pilot program completer and employer surveys.	Educator preparation providers will seek feedback on the draft from LEA leadership, school leadership, and RIDE.
	Facilitate ongoing learning related to educator preparation standards.	EQ	RIDE will spend an hour of three preparation program meetings focused on discussing and sharing best practices related to the standards.	RIDE will review exit slips from meetings and adjust future agendas as appropriate.
	Serve as a thought partner to preparation providers and LEAs as they work to increase the diversity of the educator workforce.	EQ Transformation	RIDE will share information with preparation providers and LEAs through a webinar or at scheduled network and educator preparation meetings. RIDE will engage diversity leaders of educator preparation providers in dialogue related to minimum admissions requirements.	
Teacher and Leader Support	Facilitate cross-LEA collaboration related to assessing and improving cultural competency.	OSCAS EQ Transformation	RIDE will host a webinar for LEAs on cultural competency. RIDE will create an online PD community focused on cultural competency.	RIDE will monitor feedback from the webinar and determine if additional or different supports are needed.
Human Resource Policies and Practices	Assemble a task force focused on elevating education professions.	EQ	The task force will meet at least four times.	RIDE will post task force minutes and learning in a blog post and on the website.
	Collect and analyze teacher attendance data.	EQ	RIDE will gather information on how LEAs currently document, monitor, and report educator absenteeism.	RIDE will share findings with human resource directors and superintendents.
	Facilitate reviews of LEA-level equity data.	Transformation EQ	RIDE will facilitate review of LEA-level equity data for two partners.	RIDE will help LEAs develop a plan for implementing next steps.
Teaching and Learning Conditions	Explore feasibility of administering a survey of teaching and learning conditions.	ODAR EQ	RIDE will identify potential instruments for RIDE or LEAs to implement.	RIDE will share instruments with LEAs via a network meeting or field memo.

Table 23. Timelines and Strategies for Priority Strategies, by October 2016

Strategy Area	Strategies	RIDE Lead Office(s)	By October 2016…	Progress Monitoring and Reports
Educator Preparation and Certification	Research best practice on practicum and student teaching/internship experiences and propose a policy change if appropriate.	EQ	RIDE will share results of the study with the Rhode Island Council for Elementary and Secondary Education.	RIDE will post the results of the study on its website.
	Increase understanding of new pathways and certificates.	EQ	An increased number of candidates will obtain certificates through credential review and an increased number of candidates will obtain expert residency certificates	RIDE will share data with LEAs and preparation program providers.
Teacher and Leader Support	Facilitate cross-LEA collaboration related to assessing and improving cultural competency.	OSCAS	LEAs will collaborate to identify how to increase cultural competency of their staff.	RIDE will compile a list of innovative practices identified during collaborations and share with all LEAs and preparation providers.
Human Resource Policies and Practices	Pursue data sharing agreement with retirement board.	EQ ODAR	RIDE will establish a data sharing agreement with the retirement board.	RIDE will publish findings in a blog post or on the website.
	Facilitate data reviews.	EQ Transformation ODAR	RIDE will facilitate a review of LEA-level equity data with two LEA partners.	The task force will present its recommendations and findings via blog, report, and presentations
	Collect educator attendance data.	ODAR	RIDE will develop standardized definitions for reporting educator absences and determine how to collect data from LEAs that do not use an electronic time management reporting system.	RIDE will revise draft definitions based on feedback from the field.

Table 24. Timelines and Milestones for Priority Strategies, by June 2017

Strategy Area	Strategies	RIDE Lead Office(s)	By June 2017…	Progress Monitoring and Reports
Educator Preparation and Certification	Facilitate development/adaptation of program completer and employer surveys and offer technical assistance grounded in data inquiry	EQ	Educator preparation providers will implement program completer and employer surveys.	RIDE will share the results of the pilot in a blog post or on the website. Preparation providers will use results from the pilot to inform revisions to the survey.
	Increase understanding of new pathways and certificates.	EQ	Fewer teachers in highest poverty and highest minority LEAs will hold emergency certificates.	RIDE will report this information in its annual report.
	Serve as a thought partner to preparation providers and LEAs as they work to increase the diversity of the educator workforce.	EQ	RIDE will share data on preparation program progress in meeting minimum admissions requirements and identify where programs are following short.	RIDE will share this information with preparation programs.
Teaching and Learning Conditions and Supports	Explore feasibility of administering a survey of teaching and learning conditions	EQ ODAR Transformation	Educator preparation providers implement program completer and employer surveys.	RIDE will monitor survey administration and make adjustments as needed.
Human Resource Policies and Practices	Pursue data sharing agreement with retirement board	EQ ODAR	RIDE will share results of analysis of assignment and retirement dates at a network meeting and publish online.	RIDE will share results on its blog and/or website.

Table 25. Timelines and Milestones for Priority Strategies, by June 2018

Strategy Area	Strategies	RIDE Lead Office(s)	By June 2018…	Progress Monitoring and Reports
Educator Preparation and Certification	Facilitate ongoing learning related to educator preparation standards.	EQ	Results of surveys will indicate: ▪ An increase in the percentage of program completers feeling prepared to work in a high poverty school. ▪ An increase in the percentage of program completers feeling prepared to work in a high minority school. ▪ An increase in the percentage of employers reporting teachers are prepared to work and effective in their schools. ▪ An increase in program completers intending to work in a high poverty or high minority school.	RIDE will share candidate survey data with LEAs and prep programs.
Teacher and Leader Support	Work towards establishing a robust regional induction model for inexperienced educators, especially those working in highest minority and highest poverty schools.	EQ	RIDE will have a robust regional induction model in place. 75 percent of beginning teachers in highest poverty and highest minority schools will be supported by an induction model.	RIDE will share the results in a blog post or on the website.
	Facilitate cross-LEA collaboration related to assessing and improving cultural competency.	EQ Transformation Student, Community, and Academic Supports (SCAS)	Results of a teaching conditions survey will indicate: - An increase in the percentage of teachers and school leaders who report receiving explicit training and support related to cultural competency. - An increase in the percentage of teachers reporting comfort in implementing strategies related to cultural competency	RIDE will share survey data with LEAs and prep programs.
	Assembled a task force focused on elevating the education professions.	EQ Transformation	LEAs will implement at least three recommendations from the task force.	RIDE will profile these changes on its blog.
Human Resource Policies and Practices	Assemble a task force focused on elevating education professions.	EQ	By June 2018, RIDE, LEAs, and supporting organizations will implement at least three recommendations of the task force. Between June 2016 and June 2018, results of preparation program candidate surveys will indicate: - An increase in the percentage of program completers	RIDE will provide updates on implementation of recommendations in blog posts.

		feeling prepared to work in a high poverty school. - An increase in the percentage of program completers feeling prepared to work in a high minority school. - An increase in teacher candidate intent to work in a high poverty or high minority school. - Increased teacher candidate efficacy in working with a diverse student population, parents and the community. Between June 2016 and June 2018, the number of educators reporting on a survey that there are teacher leadership opportunities available will increase.	
Collect and analyze educator attendance data.	ODAR	RIDE will collect its first formal collection and will share preliminary findings with LEAs.	RIDE will share results in a report on its website.