

Superintendant meetings study

Contents

Method 1

 1/5/11 Smithfield 1

 1/13/11 Cranston 2

 1/18/11 North Providence 2

 1/20/11 Coventry 2

 2/14/11 Warwick 3

 2/3/11 Pawtucket 3

 2/8/11 Cumberland 3

 2/16/11 West Warwick 4

Method

Sasha Sidorkin, the new Dean of the Feinstein School of Education and Human Development, has organized informal meetings with several neighboring superintendants of public schools. The purpose was to introduce himself, and solicit informal feedback on the quality of teacher preparation. The common questions were:

- How is RIC doing, in comparison to other teacher preparation programs?
- What works and what does not in our teacher preparation programs?
- How can we collaborate in the future?

Notes were taken at each meeting, and an action plan was sent to the superintendants.

1/5/11 Smithfield

Bob O’Brian, Don Holden, and Craig Levis

1. I will set up a meeting with Nancy Carriuolo, RIC President, to discuss partnership.
2. District leadership team will come Dean’s Leadership Committee meeting on Jan 26. We can have 9-10 or 10-11 slot. If not, the next one is on February 9. After that, we will try to identify a small working group of faculty interested in working on the Gap Map project.
3. I will talk to Tony Antosh and our grants people about possibilities for data technology grants
4. Here is our Strategic Plan, attached. However, I use a shorter working plan for this year, also attached (Call to arms). This is just to give you an idea on what we’re doing.
5. Will ask Bob Rude to get in touch with you regarding a Reading Specialist.
6. Items to think about:

- a. A database of solutions – can we build one, who would do it, and how much would it cost? It would include research-based strategies for teachers and parents that can be linked to Gap Maps.
- b. Ways of using RIC faculty as research resource: participation in data days, common task project, or compatible activities, an on-line think tank for teachers,.
- c. Better communication from RIC to you and other districts and in the other direction
- d. A Summer Academy for academically-minded HS Juniors at RIC.
- e. The use of [AimsWeb](#) for our work sample methodology in student teaching.
- f. Hot to institutionalize partner districts feedback for teacher preparation programs – not just an advisory board that come and go, but make it constant, frequent, and constructive.
- g. How can we improve quality of placements for RIC students’ field experiences?

1/13/11 Cranston

Peter Nero and Judy

- We should figure out what clear benefits student teachers and practicum bring with them. Think about how they can be helpful to cooperating teachers and their colleagues.
- Strengthen Math and Science content knowledge in the Elementary program
- Offer PD classes for credit on-site to Cranston teachers. Specifically, think about the classroom assessment course.
- Find a way of soliciting practitioners’ input in program redesign and evaluation

1/18/11 North Providence

Donna Ottaviano and Vanna Donoyan

1. AP classes – find out who at RIC offers AP classes, and let you know.
2. Check with Physics and Chemistry placements, let the program know they can use North Providence.
3. Investigate a possibility of a Summer program for advanced/gifted children (Smithfield asked about the same, by the way)
4. How can we help parents to help children with math and science.
5. There is a decline in PD funds, and we need to be creative about offering inexpensive alternatives.
 - a. We should discuss with programs how our regular methods seminars can be opened to classroom teachers and become PD opportunities.
 - b. Math and lab science for Elementary teachers is an area of need. Check with STEM Center on Science kits.
 - c. Use of technology (e.g. webquests, etc.)
6. NP is open to any joint grant applications
7. Check on French offerings on campus that can accommodate NP high schoolers
8. Vanna will join our Online and Hybrid Learning Community

1/20/11 Coventry

Mike Convery

1. RIC graduates seem to know more pedagogy, URI grads are stronger in content
2. RIC needs to prepare its graduates to use classroom assessment and associated data.
3. Technology literacy is expected of all new hires.
4. Differentiated instruction is another area we need to address. In general, teacher candidates must come with a bigger tool chest, and know more ways of teaching the same concepts.
5. Student teaching placement process must remain under the district's control.
6. Coventry has its own teacher evaluation system, aligned much of elementary curriculum, and developed common assessments.
7. Coventry uses "Aspen" data management [I cannot find it – could you give me the name of the company?]
8. In-service teachers may benefit from PD on the formative assessments: "Data literacy". Can RIC offer PD on formative assessments? [I am putting together a team; they will design something, and probably contact you for feedback]
9. RIC will seek ways of involving practitioners in program design and evaluation.

2/14/11 Warwick

Peter Horoschak

1. RIC graduates need to have strong technology skills
2. Character development of a beginner teacher is very important; it must be done under supervision of a mentor teacher.
3. PD resources have dried up in the state. RIC's ideas are welcome. The District is working with Dana Center on math curriculum and on a leadership project.

2/3/11 Pawtucket

Deborah Cylke

Deborah:

Thanks for taking your time for meeting with me yesterday, and for the two books. Here is what I wrote; let me know if I am missing something:

- Diversity among the teacher force is a concern. One idea would be to create a program for minority students in high school with interest in teaching. It may include a Summer program and a scholarship.
- Elementary teachers need stronger math background; in-service teachers may benefit from PD on math and lab science (kits)
- Teacher leadership academy – Sasha will ask program faculty to look into the best national models. Pawtucket is not big enough to support one, but perhaps the Northern RI Collaborative together can be a partner.
- We will ask you to help with providing feedback to our programs, once we figure out a meaningful way of organizing such a process.
- RIC will investigate PD as well as program revisions to include RTI.

2/8/11 Cumberland

Donna Morelle

1. RIC needs to consider programs for teacher leaders – non-principals, but with leadership potential.
2. RIC graduates from teacher preparation programs – are generally capable.
 - a. Reading is in the most need of developing. The ability to diagnose reading difficulties and develop specific strategies – needs work.
 - b. They need to learn how to read and interpret data, how to participate in data meetings.
 - c. AimsWeb and Dibbles – Many districts use both; it would be good for grads to come with this knowledge.
 - d. The ability design good interventions in Math.
3. Cumberland uses embedded PD model, focus on improvement. Math is contracted to the Dana Center; Literacy – Dunn Institute, special ed training is done with Sherlock Center.
4. It would be good to revisit the old models (Ann Goodrow used to work with the district), when classes were taught on the District's premises.

2/16/11 West Warwick

Ken Sheehan

1. West Warwick has a strong partnership with PC, and will open a branch campus there. I checked; they have an MA in Literacy, comparable to our MED in Reading, so they can offer the program for you if you ask.
2. We are offering a cohort for ESL endorsement in Providence. The information is at <http://rictesl.org>, feel free to forward to your elementary, English, and Modern Language folks if you think they may be interested. The next info meeting March 10, and the application deadline is April 1. The program starts Fall 2011.
3. Things for RIC teacher preparation to think about:
 - a. Early screening for candidates, so they don't waste time and money to train for the profession if they don't fit in.
 - b. Interview strategies and skills, including potential employer research.
 - c. Technology skills and evidence
 - d. Leal preparation: Teacher responsibilities and rights course or a module
 - e. Practical advice similar, to for example, Harry and Rosemary Wongs' *The First Days of School: How to Be an Effective Teacher*
 - f. Prepare candidates to collaborate in a co-teaching situation
 - g. Find ways of updating RIC instructors on the most recent changes in the field.
4. W. Warwick has an induction/mentoring program, which collects data on new teachers' deficiencies. Can you share some of these data with us?
5. The District hired 13-17 teachers a year, mostly Special Ed. Dual certification in SPED is important; ESL is less so, but also valuable.
6. The District uses embedded model of PD. Those are not stand-alone workshops, but teachers working together, implementing specific curriculum, and being evaluated on how they do it. If RIC wants to be involved in PD, it needs to offer something that first into that model.