PREP- RI Review Team Performance Report:

The Center for Leadership and Educational Equity and the Principal Residency Network

RIDE
Fall 2015

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Performance Review of Educator Preparation - Rhode Island

The Rhode Island Department of Education (RIDE) believes that strong educators are crucial for ensuring that all Rhode Island students are college and career-ready upon graduating from high school. To that end, it is RIDE's expectation that every educator who completes a RI educator preparation program will:

- Demonstrate positive impact on PK-12 student learning
- Be ready to succeed in Rhode Island schools
- Serve as leaders and professionals

These goals act as the foundation for the Performance Review for Educator Preparation in RI (PREP-RI). Through the PREP-RI Process, RIDE seeks to provide educator preparation programs and providers with the structure and expectations to systematically improve program and provider quality. The expectations for program and provider performance and continuous improvement are embodied in the RI Standards for Educator Preparation (Appendix A).

As part of the PREP-RI process, a team of independent reviewers evaluate program and provider quality. The reviewers base their evaluation on all evidence made available to them by the program and provider: pre-visit evidence, on-site evidence, data, documentation, observations, and interviews with faculty, staff, candidates, completers, and other stakeholders. Based on this evaluation, the review team rates program and provider performance for each component of the RI Standards for Educator Preparation, designates a program classification, and assigns a provider approval term[1]. To support continuous improvement, the review team also provides specific and actionable recommendations, suggestions, and commendations. Additional information regarding the PREP-RI process is available on the RIDE website.

Report Purpose and Layout

This report serves a variety of stakeholders including the provider, the program, current and prospective candidates, as well as the larger education community. The purpose of the report is to make public the results of the PREP-RI review including the program classifications, provider approval term, and the component ratings and recommendations. The expectation is that programs and providers use the information contained in the report to support their continuous improvement efforts and alignment to the expectations of the RI Standards for Educator Preparation.

The report has three sections: Report Summary, Program Components Findings and Recommendations, and Provider Components Findings and Recommendations. The Report Summary provides specific details from the review, the program classifications, provider approval term, and tables of component performance level ratings for the program and provider. The program classifications are based on program-level components and denote the quality of specific certificate area programs. The provider approval term is based on both program classifications and provider-level components and denotes the overall quality of the provider. Certain program classifications and provider approval terms result in approval conditions that must be addressed prior to the next review

The Program and Provider Component Findings and Recommendations sections contain specific information regarding provider and program performance for each component. The section includes a

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[1] Appendix B contains the guidance review teams use to make program classification, approval term, and approval condition decisions.

summary statement of the current level of performance for the component. The summary statement is followed by a brief list of evidence that details the performance level and where appropriate suggestions for improvement or commendations for notable practice. Components that are rated either 'Approaching Expectations' or 'Does Not Meet Expectations' also include recommendations for improvement that require necessary changes to ensure programs and providers meet the expectations of the RI Standards for Educator Preparation.

Report Summary

The Center for Leadership and Educational Equity (the provider) and the Principal Residency Network (the program) offer a RIDE approved educator certification program for school principals that meets the requirements for the RI educator certification for Building Level Administrator, PK-12. The PRN has been an approved RI program since 2001. The program last was reviewed and approved in 2010. In 2012 a follow up review was conducted that approved two additional two-year pathways in addition to the original one-year program. The current review was conducted from November 15th through the 18th, 2015. The review team consisted of Alicia Reniere of the Coventry School Department and Meg Anderson of the Principal Residency Network Boston. Lisa Foehr, Sarah Whiting, and Andre Audette represented the RI Department of Education. The following tables detail the program classification, provider approval term, approval conditions, and component ratings that resulted from this review.

Program Classification

Approval with Distinction

- Overall program performance is at the highest level with most components rated at Meets Expectations. If there are a small number of Approaching Expectations, a team is not precluded from assigning this classification.

Conditions
The program's classification is based on the following conditions:

- No Conditions

Provider Approval Term

7 Years

- All programs Approval with Distinction or Full Approval; Most provider components Meets Expectations

Conditions
The provider's approval term is based on the following conditions:

- An update within three years on the Provider's actions in response to the recommendations for Components 3.1: Diversity of Candidates and 5.4 Diversity and Quality of Faculty

Component Ratings

The following tables list the ratings for each component which designate the performance level for the program and provider based on the PREP- RI Performance Rubric. Provider level components are indicated with an asterisk.

Standard 1: Professional Knowledge

Approved programs ensure that candidates develop a deep understanding of the critical concepts, principles, and practices of their field and, by program completion, are able to use practices flexibly to advance the learning of all students toward college and career readiness by achieving Rhode Island student standards.

Component	Component Rating
1.1 Knowledge, Skills, and Professional Dispositions	Meets Expectations
1.2 Knowledge of Content and Content Pedagogy	N/A**
1.3 Standards-Driven Instruction	Meets Expectations
1.4 Data-Driven Instruction	Meets Expectations
1.5 Technology	Meets Expectations
1.6 Equity	Meets Expectations
1.7 Rhode Island Educational Expectations	Meets Expectations

** Combined with 1.1

Standard 2: Clinical Partnerships and Practice

Approved programs ensure that high-quality clinical practice and effective partnerships are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on PK-12 students' learning and development.

Component	Component Rating
2.1 Clinical Preparation	Meets Expectations
2.2 Impact on Student Learning	Meets Expectations
2.3 Clinical Partnerships for Preparation	Meets Expectations
2.4 Clinical Educators	Approaching Expectations

Standard 3: Candidate Quality, Recruitment, and Assessment

Approved programs demonstrate responsibility for the quality of candidates by ensuring that development of candidate quality is the goal of educator preparation in all phases of the program- from recruitment, at admission, through the progression of courses and clinical experiences- and in decisions that program completers are prepared to be effective educators and are recommended for certification.

Component	Component Rating
3.1 Diversity of Candidates*	Approaching Expectations
3.2 Response to Employment Needs*	Meets Expectations
3.3 Admission Standards for Academic Achievement and Ability*	Meets Expectations
3.4 Assessment Throughout Preparation	Meets Expectations
3.5 Recommendation for Certification	Meets Expectations
3.6 Additional Selectivity Criteria*	Meets Expectations

Standard 4: Program Impact

Approved programs produce educators who are effective in PK-12 schools and classrooms, including demonstrating professional practice and responsibilities and improving PK-12 student learning and development.

Component	Component Rating
4.1 Evaluation Outcomes	Meets Expectations
4.2 Employment Outcomes	Meets Expectations

Standard 5: Program Quality and Improvement

Approved programs collect and analyze data on multiple measures of program and program completer performance and use this data to for continuous improvement. Approved programs and their institutions assure that programs are adequately resourced, including personnel and physical resources, to meet these program standards and to address needs identified to maintain program quality and continuous improvement.

Component	Component Rating
5.1 Collection of Data to Evaluate Program Quality*	Meets Expectations
5.2 Analysis and Use of Data for Continuous Improvement*	Meets Expectations
5.3 Reporting and Sharing of Data*	Meets Expectations
5.4 Stakeholder Engagement*	Meets Expectations
5.5 Diversity and Quality of Faculty*	Approaching Expectations
5.6 Other Resources*	Meets Expectations

Principal Residency Network: Component Findings and Recommendations

Standard 1: Professional Knowledge

1.1 Knowledge, Skills, and Professional Dispositions 1.2 Knowledge of Content and Content Pedagogy	Meets Expectations
Candidates develop proficiency in the knowledge, skills, and dispositions encompassed in Rhode Island Standards for Educational Leadership (RISEL).	

Evidence:
- The program provides candidates extensive and developmentally appropriate opportunities to engage with the full depth and breadth of the RISEL Standards though network meetings, residency-based learning experiences, site visits to other schools, and through learning projects and assessments.

- The Learning Plan, the foundation of all candidate learning experiences, is based on the RISEL Standards and provides a structure for candidates to both track their work against each of the RISEL Standards and as an assessment tool to ensure that they meet expected performance levels for each of the standards.

- Program faculty and staff and clinical educators use the RISEL standards as the basis of all instruction and advisement in the program and guide candidates through a continuous cycle of 'planning, learning, doing, and reflecting.'

- Candidates, program completers, clinical educators, and employers reported that the RISEL Standards, along with leading for equity, were the central foci of the program and that candidates and program completers had deep knowledge and expertise in both areas.

- The review team observed this strong focus on the RISEL Standards as the foundation of the program and encourages the program to explore additional opportunities for candidates to deepen leadership knowledge, skills, and professional dispositions related to RISEL Standards 3, Managing Organizational Systems and Safety, 4, Collaborating with Key Stakeholders, and 6, Educational Systems.

1.3 Standards-Driven Instruction	Meets Expectations
Candidates develop and demonstrate the ability to design, implement, and assess learning experiences that provide PK-12 students the opportunity to achieve Rhode Island student standards.	

Evidence:
- The program design is based on the knowledge that candidates are practicing educators who have an understanding of student learning standards. This knowledge is assessed at program admission. The program design builds upon this prior knowledge and focuses candidates on how school leaders need to work with faculty and staff to design and deliver effective instruction so that students can achieve RI student standards.

- During network sessions, candidates share challenges in their schools regarding student learning standards and brainstorm possible solutions. During instructional rounds at group site visits, candidates focus on effective instructional practices and how these can be integrated into their

own schools. At their residency settings, candidates practice leading their faculty and staff to assess current practices and pathways to improvement.

- A central focus of the Action Research Project, which begins early in the program and is conducted throughout the program, is to identify learning gaps in student standards, to propose solutions to the gaps, and then to lead school faculty and staff to narrow these gaps. The review team commends the program for the design and implementation of the Action Research Project – it is a crucial and effective learning opportunity. Notably, many program completers reported that they continued their Action Research Project into their employment settings.

1.4 Data-Driven Instruction	Meets Expectations
Candidates develop and demonstrate the ability to collect, analyze, and use data from multiple sources to inform and lead instructional improvement.	

Evidence:
- The program curriculum prioritizes the collection and use of all types of data including achievement, attendance, demographic, and instructional practices as an essential and expected approach to leading and improving schools. Most program learning activities require candidates to begin by assessing their current circumstances and, with support from faculty, staff, and clinical educators, to develop alternate approaches and practices. Program faculty and staff explicitly instruct and model how to use data to inform and lead instructional improvement.

- During network sessions and in collaborative small groups, candidates share their data, their proposed solutions, and receive feedback for improvement. Candidates and program completers reported that because of the program, they developed the mantra that "everything begins with data" and that any other approach is indicative of ineffective leadership.

- A critical learning opportunity for candidates to develop an expertise in the use of data is the Action Research Project. Candidates begin the project by conducting a comprehensive data analysis of student learning trends to identify specific gaps. Candidates then work with clinical faculty and school staff to design and implement the Action Research Project to demonstrate and inculcate the importance of data-based school leadership.

- In addition to the Action Research Project, the program curriculum also guides and requires candidates to examine the core principals and purposes of assessment, making sound assessment decisions as a school leader, and the application and interpretation of assessment data to lead to the modification of instruction to support learning and close equity gaps.

1.5 Technology	Meets Expectations
Candidates develop proficiency in establishing a digital age culture and demonstrate fluency in multiple technology systems.	

Evidence:
- The program provides multiple opportunities for candidates to develop technological proficiency including requiring candidates to master electronic communication and record keeping in order to document work products and progress, a technology-based network session,

a group site visit focusing on effective leadership and technology, and candidate analysis and reflection on technology in individual site visits as well as in their residency placement.

- The program guides and supports candidates to use technology in their work with faculty and staff to differentiate instruction, analyze student learning needs, develop instructional interventions, and promote effective technological practices. Candidates and program completers attested that their practice is centered in technology and that they "feel competent in learning and finding ways to access and integrate more technology where and when needed."

- Some candidates and program completers reported challenges with technology when candidates were placed in residency settings that had limited access to current technology. The program should explore and provide additional opportunities and strategies for candidates in such placements to ensure that all candidates regardless of settings have the opportunity to practice and lead consistent with the expectations of this component.

1.6 Equity	Meets Expectations
Candidates develop and demonstrate cultural competence and culturally responsive skills through the program curriculum and their residency-based learning opportunities.	

Evidence:
- Equity and leading for equity is a foundational element of the program. Equity for PK-12 students, developing cultural competence, and leading with culturally responsive skills are woven throughout all learning opportunities, experiences, and projects. Candidates, program completers, clinical faculty, and stakeholders attest to the importance of this focus and the mission of the program to develop transformational leaders driven by equity.

- The focus on equity and cultural competence begins early in the program and remains a priority throughout. Candidate dispositions for equity are introduced during the admission process and are assessed continually. The Action Research Project is based on closing a specific academic equity and achievement gap. Candidates participate in site visits in a variety of settings to ensure candidates are prepared to lead in all settings. Network meetings and collaborative small groups provide opportunities to share and consider experiences from a variety of schools with diverse student populations.

- Program stakeholders and partners commend the program's authentic and passionate focus on equity and leading for equity as the defining element of the program. This focus was apparent in candidates working in their residency to engage families and communities, in candidate work to help faculty and staff better meet the needs of all students, and in program practices that require candidates to develop an understanding and appreciation for diversity by building from an understanding of themselves so that they can better lead their schools.

1.7 Rhode Island Educational Expectations	Meets Expectations
Current Rhode Island initiatives and educational laws and policies are integrated in the program curriculum and learning experiences so that candidates demonstrate these in their practice.	

Evidence:
- Candidates develop a deep understanding of RI educational initiatives, policies, and laws through network sessions that focus on data driven instruction and meeting student learning standards, by requirements to participate in state and district professional development on topics such as educator evaluation and strategic planning, and by direct 'learning by doing' through leadership activities in the residency settings.

- Program leaders reported that the focus on RI initiatives and educational laws and policies is integrated throughout the program curriculum and candidate learning opportunities as candidates develop expertise in the RISEL Standards, student learning standards, data-driven instruction, and a focus on equity. This focus was evident in candidate work, understanding, and their leadership activities in their residency settings.

- The program should consider articulating priority areas for RI Initiatives, laws, and policies that all candidates must experience and identify required learning experiences to ensure candidate learning. The program should also consider pre-assessing candidate knowledge at admission to develop a baseline of understanding as well as providing additional opportunities to examine evaluation for school leaders, RTI tools and processes, and the Multi-Tiered System of Support.

Standard 2: Clinical Partnerships and Practice

2.1 Clinical Preparation	Meets Expectations
The depth, breadth, diversity, and coherence of clinical experiences provide candidates opportunities to experience the full range of responsibilities of a building administrator.	

Evidence:
- The program design fully integrates clinical practice into the candidate experience that increase in complexity over time. Candidates begin with a shadowing experience to observe the breadth and depth of the role of the clinical educator. The program specifies the amount of time and the type of leadership activities that candidates must complete during residency. These activities are identified in the partnership agreement, documented in the Learning Plan, and candidates must provide evidence of successfully completing these experiences to progress in the program.

- Candidates also experience diverse and varied clinical experiences through more than ten group and individual site visits to schools that are chosen to focus on specific practices or issues such as family and community partnerships, use of technology, leading in diverse settings, and innovative instructional practices. An important feature of the group visits is the instructional rounds process that is used to promote candidate skill observation, inquiry, and problem-solving.

- An important program design is the development that candidates build upon and share their clinical experiences and the knowledge they gain from these experiences in the network sessions, collaborative small group meetings, weekly meetings with clinical educators, and their advisement meetings. The Learning Plan and the continuous feedback that candidates receive ensure that they synthesize programmatic and clinical learning as they progress in the program.

- The increased number and expanded structure of the site visits represent a significant program design improvement since the last program approval visit. Through these visits, candidates

experience school leadership across multiple grade levels and in diverse settings. The program should continue to monitor the range of school settings that are visited annually to ensure all candidates experience a full range of settings and school environments.

2.2 Impact on Student Learning	Meets Expectations
The program and clinical partners have established expectations that allow candidates to demonstrate leadership in improving PK-12 student learning.	

Evidence:
- The program reports that all candidate learning experiences and activities are designed to positively impact student learning and close student achievement gaps. This was evident to the review team through candidate projects, exhibitions, reflections, and clinical observations, all of which included a focus on how the candidates actively lead schools to advance student learning.

- The Action Research Project provides a specific and long-term opportunity for candidates to impact student learning. Candidates begin the process by analyzing achievement data, identifying a learning gap, and then developing actions to close this gap. An important component of the project is that candidates must learn to work with their faculty and staff and enlist them in the efforts to close these gaps.

- The program has begun to conduct research on the impact of Action Research Projects on student learning. Additionally, several program completers reported that they continue their action research into their employment settings since they have been effective in advancing learning. The program should continue this study, connect with program completers, and share the collective learning that emerges with future candidates and stakeholders – what common trends, critical insights, and effective practices emerge and may serve as model practices.

2.3 Clinical Partnerships for Preparation	Meets Expectations
Clinical partnerships are mutually beneficial and include transparent expectations for candidate progress while also integrating theory, research, and practice.	

Evidence:
- The program has developed a range of mutually beneficial partnerships with schools and districts. These partnerships include schools that serve as residency placements and districts and schools which receive professional development and other supports from faculty and staff. Additional partners are schools that host site visits that benefit from feedback from program candidates that occurs as part of the instructional rounds process.

- Clinical faculty work with the program faculty and staff to establish shared performance expectations for candidates. The program has systems and processes to support clinical faculty understanding and accuracy in the candidate assessment system and their role in monitoring candidate progress. These systems and processes include network meetings, ongoing dialogue, site visits, and monitoring and refinement of the Learning Plan and Action Research Project.

- The program has expanded considerably since the last program approval visit as has its number and scope of partnerships. Program partners reported that the program faculty and staff are often the "go to people" for professional development for the use of protocols, looking at data,

and leading for equity. As the program continues to evolve and grow, it should look for additional partnerships and ways to share its expertise and impact beyond its current footprint.

2.4 Clinical Educators	Approaching Expectations
The program shares responsibility with its partners to select, prepare, evaluate, support, and retain clinical educators. The program partially prepares clinical educators for their roles and generally collects and analyzes data to make appropriate retention decisions.	

Evidence:
- Mentor principals, principals of the residency site, serve as clinical educators for the program. The clinical educators are not formally recruited but are identified as prospective clinical educators when candidates apply to the program. Clinical educators must meet specified criteria including being strong instructional leaders, willingness to assume a mentor role, share leadership responsibility, and be available to participate in program activities.

- The program admits and selects clinical educators based upon their competence in the RISEL Standards as demonstrated through their responses to application essays, professional references, and their performance in the interview. The program does not require mentor principals to provide evidence of an evaluation rating from their employer as part of program admission nor are they evaluated by the program for their role as clinical educators.

- Clinical educators play an important role in the program design. They serve as the daily mentor to push candidates towards independent learning and leadership while providing a safety net and clear guidance. Most candidates and program completers reported that their mentor principals were critical in their success, necessary sources of support, and often people who became their friends and respected colleagues. While all candidates appreciated the work of the clinical educators, some reported struggling at times with inconsistent feedback from clinical educators and incomplete feedback loops between clinical educators, program faculty and staff.

Recommendations:
- Require clinical educators to provide employment evaluation ratings and integrate these ratings into the admissions process. Additionally, develop and implement a process to evaluate clinical educators both during and at the end of the program to support candidate progress and so that the program can make informed retention decisions.

- Develop additional systems and processes to ensure that all clinical educators provide consistent feedback that meets the expectations of the program and program candidates. Additionally, develop systems and processes to strengthen the feedback loop between clinical educators and program faculty and staff to ensure that candidates are not required to mediate or serve as a go-between for clinical educators and program faculty and staff.

- Continue to explore and implement additional strategies to maximize clinical educator attendance and participation in program network meetings and other scheduled activities.

Standard 3: Candidate Quality, Recruitment, and Assessment

3.4 Assessment Throughout Preparation	Meets Expectations
Candidate progression in the program is driven by valid a performance assessment system that has clear criteria with an emphasis on the ability of the candidate to impact student learning.	

Evidence:

- The program assessment system has three main decision points, program admission, mid-year evaluation, and recommendation for licensure, end of first year. For candidates in the Extended Time or Leader of Record Pathways, there are additional assessments in the second year that parallel those in the one-year Classic Pathway. Each of the decision points has explicit criteria, rubrics, and performance expectations that are based upon the RISEL Standards.

- The Learning Plan, the primary assessment tool, lists examples of expected leadership practices, performance descriptors based on the RISEL Standards, and placeholders for candidates to track their leadership practices and receive feedback from advisors and clinical faculty. Clinical educators, faculty, and staff use the Learning Plan to assess candidate performance against the RISEL Standards at the beginning, middle, and end of the school year. Candidates are required to earn at least a three on a four point scale for each standard and component.

- Beyond the Learning Plan, the assessment system includes several assessments, projects, and activities that candidates must complete during the program such as the mid-year exhibition, site visit reflections, and end of year paper. Each has detailed rubrics which clearly communicate completion and quality expectations. All of the assessments and rubrics are contained in a well-constructed candidate handbook referred to by some as "their bible."

- Candidate progress in the program is closely monitored throughout the program and at each decision point to ensure that candidates meet the expected performance levels for the RISEL Standards and positively impact student learning. Candidates who do not meet expected performance levels are provided specific and instructive feedback and are required to improve their performance by revising and resubmitting work and demonstrating effective practice.

- While the Learning Plan is an effective tool for tracking candidate progress and performance, and the program has made changes to support ease of use, some candidates and clinical educators report struggling with the format and technology. The program should continue working to improve the accessibility and ease of operation within this important tool.

3.5 Recommendation for Certification	Meets Expectations
Candidates are recommended for certification based upon valid and reliable performance-based assessments that align to RISEL Standards.	

Evidence:

- Candidates who are recommended for certification are required to demonstrate they meet the full expectations of the RISEL Standards, earning at least a three on a four point rubric for each component in their Learning Plan. The rubrics are based upon the language of the standards and candidates must provide multiple sources of evidence that they have completed work and demonstrated leadership within each component of the standards.

- In addition to the Learning Plan, candidates also must successfully achieve, at least a three on a four point rubric, an end of year assessment, paper and exhibition, site visit, and portfolio review to be recommended for certification. Candidate work is assessed by program faculty and staff as well as clinical educators.

- Candidates nearing completion in the program, recent program completers, district partners, and employers all reported that program candidates are exceptionally well-prepared for their roles as school leaders. A common theme that emerged from interviews was that in addition to learning the role of school leaders, candidates also learned how to troubleshoot problems, develop new learnings and skills, and work with colleagues to build support for school change.

- The program clearly communicates the assessment system to candidates and clinical educators through the candidate handbook, network sessions, and individual advisement. The program provides extensive and ongoing training and calibration to ensure that candidates are assessed consistently by program faculty and staff. The program should continue to investigate and implement additional ways to further integrate clinical educators into the candidate assessment system to promote consistent feedback and strengthen candidate support.

Standard 4: Program Impact

4.1 Evaluation Outcomes	Meets Expectations
The program produces effective educators who demonstrate a positive impact on student learning and the program surveys employers to generate actionable feedback.	

Evidence:
- The program distributes an annual survey to all RI school districts, including those who do not host candidates, to understand district perception of the program, gauge completer readiness, and to determine if the district has ever hired program completers. The survey structure is centered on the RISEL Standards and priority learning objectives for the program.

- The survey results are used by the program in a number of ways including identifying potential new partnerships, additional areas of focus with existing partners, identifying areas for program improvement, and determining the readiness of program completers for the role of school leaders. To further support improvement, the program should explore additional ways to increase response rates for the survey and additional means to access employer feedback.

4.2 Employment Outcomes	Meets Expectations
The program demonstrates that program completers are prepared to work effectively in PK-12 schools based on surveys and tracking candidate perception of the program's effectiveness.	

Evidence:
- The program has surveyed program completers prior to this year intermittently, four times in the last eleven years. Beginning this year as candidate numbers have increased, the program intends to survey completers on an annual basis. The surveys focus on the effectiveness of the program's design, how the program has impacted program completers' leadership, and how well-prepared completers felt for their roles as school leaders.

- Previous surveys and other data collection mechanisms have demonstrated that completers feel well-prepared for their roles, are well-versed in data collection and closing equity gaps, and feel poised to serve as effective and transformational school leaders. The surveys also provide rich anecdotal information in response to open-ended questions such as obstacles program completers have encountered and specific suggestions for program improvement.

Center for Leadership and Educational Equity: Component Findings and Recommendations

Standard 3: Candidate Quality, Recruitment, and Assessment

3.1 Diversity of Candidates	Approaching Expectations
Candidates reflect some of the diversity of the Rhode Island PK-12 student body. The provider seeks to capitalize on the diversity of their candidates.	

Evidence:
- The provider has demonstrated effort to admit and support a diverse group of candidates that while not reflecting the diversity of RI PK-12 students, represents a significant increase in diversity of candidates from previous cohorts. These efforts include partnering with urban school districts and charter schools and a recent federal grant to help train school turnaround leaders. The program is also in the process of partnering with a master's program to further increase and potentially diversify candidate cohorts.

- The provider capitalizes on the diversity of candidates by building upon candidates' sense of self and their understanding of others to prepare candidates to work and lead in diverse settings. The program and provider also focus candidates on the full range of diversity including those beyond racial and ethnic diversity. The program's central focus on equity serves as a common thread for the program and leads to a continuing emphasis on leading for equity and diversity in all candidate projects, leadership activities, and assessments.

Recommendations:
- Build upon recent successes so that candidates better reflect the diversity of RI PK-12 students. Recognize that while progress has been made, further progress is still required to meet the expectations of this component. Continue to increase the types and amount of outreach to recruit diverse candidates. Explore and implement additional strategies such as wider recruitment, additional partnerships, and other innovative practices.

- Continue the process to partner with the master's program at a local provider in an attempt to increase the amount of candidates who meet the admissions' requirement of completion of a master's degree for program completion.

- Pursue opportunities to strategically partner with other in-state providers to recruit, admit, and support diverse and high quality candidates.

3.2 Response to Employment Needs	Meets Expectations
The provider demonstrates knowledge and responsiveness to employment needs.	

Evidence:
- The provider shares employment data about recent completers and their roles on the program's website and through other publications. Due to the residency and partnership-nature of the program, most candidates enter the program with a clear understanding of employment options within their districts. For many candidates, the residency and program completion leads to employment within that district. The program reports that more than 90% of program completers obtained leadership positions.

- The provider demonstrated adjustments to the program that reflect changing demands and requirements for RI school leaders. These adjustments include a strong focus on improving classroom instruction, requiring candidates to engage in a full range of leadership activity, access to a variety of school sites during site visits, and an expanded focus on all grade levels of schools to reflect the revised RI school principal certification.

- The provider has identified three areas of employment need for RI schools – a PK-12 focus, an equity focus, and a data/technology focus. The provider has also identified urban schools in need of transformation as schools that are hard to staff and that require additional support. The provider should continue to work with its partners and other RI schools and districts to remain abreast of these and other evolving needs and make programmatic changes as needed.

3.3 Admissions Standards for Academic Achievement and Ability	Meets Expectations
The provider sets and adheres to admission requirements aligned to RIDE expectations.	

Evidence:
- The admission requirements meet RIDE expectations including years of experience and education levels. The admission requirements are communicated to prospective candidates through program materials and websites and through recruitment and orientation sessions.

- The provider has a waiver policy in place for candidates who meet most but not all admissions requirements. The waiver process allows well-qualified candidates to be admitted into the program if they meet all admission requirements except having a master's degree. Such candidates are eligible for admission if they can provide evidence that they will meet this requirement prior to program completion.

- The provider has reported that that it will integrate the impending GPA requirement for new candidates for the 2016-2017 academic year. The provider should continue to monitor the current master's degree waiver policy and determine if it will develop a waiver policy for candidates who do not meet the GPA requirement.

3.6 Additional Selectivity Criteria	Meets Expectations
The provider has identified and prioritized professional dispositions and leadership characteristics that are critical to educator effectiveness.	

Evidence:
- The provider has established a set of professional dispositions and leadership characteristics that it believes are critical to effective school leadership including a learner and growth mindset, taking responsibility for oneself and others' learning, courage to lead colleagues for equity, and valuing diverse perspectives.

- Candidates self-assess their progress in relation to the dispositions and leadership characteristics at admissions and several times during the program. Candidates are also assessed by the clinical educators on these dispositions and leadership characteristics. Candidates who do not meet program expectations must provide additional evidence and actions to meet these expectations.

- The provider has conducted research and considered a variety of dispositions and leadership characteristics and have synthesized and selected those that best represent program priorities. The provider should continue its work to integrate the Transformational Leadership Competencies that were developed through its work with a federal grant program. The provider should also continue to monitor the school leadership field and its partners to ensure that its choice of dispositions remains current and reflective of candidate needs.

Standard 5: Program Quality and Improvement

5.1 Collection of Data to Evaluate Program Quality	Meets Expectations
The provider systematically collects data in a variety of effective ways to evaluate program quality.	

Evidence:
- The provider systematically and consistently collects data related to program quality including feedback from network sessions, mid and end of year feedback, completer and district surveys, and ongoing monitoring of faculty and staff feedback to candidates. The program also collects data from employers, program completers, and its stakeholders through surveys, reflections from partnership activities, and through informal means.

- The provider reviews and monitors the RI Educator Preparation Index data to review accuracy, particularly in relation to ensuring that all program completers are reported correctly in their current and past assignments in RI PK-12 schools.

5.2 Analysis and Use of Data for Continuous Improvement	Meets Expectations
The provider has established and implemented a data-driven approach to continuous improvement.	

Evidence:
- The provider has institutionalized a culture of continuous improvement based on routine and broad data collection to yield actionable information for improvement. The provider regularly analyzes and acts upon data to make specific changes to the program including changes to network sessions, revisions to the Learning Plan, expanded partnerships to increase diversity, and research on efforts to close learning gaps to further refine the Action Research Project.

- The provider effectively used the data and recommendations from the previous RI Department of Education program approval visit to make substantial and important program revisions including improved and standardized rubrics for all major program assessments and significantly increasing the number, structure, and purposefulness of site visits.

- The provider and program reported that one of their strengths is the absolute reliance on data to analyze program performance and to make programmatic changes. This culture of data and data-based decision making was evident to the review team and should be commended and continued. An important benefit of this culture is modeling the importance and use of data for program completers as they begin their careers as school leaders.

5.3 Reporting and Sharing of Data	Meets Expectations
The provider publicly reports program completer data through the RI Educator Preparation Index and through other means.	

Evidence:
- The provider meets all RIDE Educator Preparation Index Data reporting requirements by ensuring all data is submitted on time, is fully accurate, and is formally validated. The provider website includes links to RI Educator Preparation Index data while also providing additional information about program and completer performance. The provider should explore additional ways to use employment data to bolster its recruitment efforts of both candidates and partners.

5.4 Stakeholder Engagement	Meets Expectations
The provider involves appropriate stakeholders in its efforts to refine and improve the program and candidate experiences.	

Evidence:
- The provider has thoughtfully and strategically established a board of directors as an important guiding force to not only direct the course of the program but also to serve as critical thought partners in the implementation and ongoing improvement of the program.

- The provider has developed partnerships that strengthen the focus and reach of the program including RI schools and districts, colleagues in other alternative certification programs, national groups involved in school turn-around efforts, and colleagues in RI from other educator preparation programs.

- The provider's effort to engage with stakeholders is a two-way street. The provider benefits from multiple perspectives and resources to support program improvement and efficacy. Stakeholders reported that they view the provider and program as a "go-to organization" to help with challenging issues around data use, staff development, and school leadership. The provider should look for additional ways to focus on district leadership perspectives and how the provider may better support district needs in addition to school needs.

5.5 Diversity and Quality of Faculty	Approaching Expectations
The provider ensures qualified faculty who reflect some of the diversity of RI.	

Evidence:
- The faculty and staff include three primary instructors who also serve as candidate advisors and three additional staff who function primarily as advisors. In addition to the instructors and advisors, the program employs several 'guest instructors' who are chosen for specific expertise – technology, family and community partnerships, and special populations. Collectively these individuals are responsible for designing and delivering the program curriculum, field observations, and advisement and support.

- Collectively, the faculty and staff are well-qualified for their positions and each make important contributions to the candidates and program including knowledge and currency in their field and modeling best practices. Candidates and completers describe the faculty and staff as pivotal in their success, readily available for consultation and support, and passionate about effective school leadership driven by a focus of equity for all students and groups.

- The provider conducts annual evaluations of the faculty and staff and uses this information to drive program improvement and increased candidate outcomes. Notably, the faculty and staff

work specifically to evaluate and ensure the effectiveness and consistency of candidate feedback and regularly collaborate and calibrate to ensure equitable feedback to all candidates.

- The faculty and staff reflect some of but not all of the diversity in RI. While faculty and staff diversity has increased since the previous program approval visit, particularly among guest instructors, the overall faculty and staff does not meet diversity expectations for this component. The provider reports outreach efforts to diversify the faculty but these efforts have not been sufficient or successful, particularly with the primary faculty and staff.

Recommendations:
- Consider the potential disconnect between the program's message of equity and the limited diversity among program faculty and staff. Continue and expand efforts that will ensure that the primary faculty and staff become more reflective of the diversity of RI.

- Carefully monitor the selection, training, support, and evaluation process for new advisors. Advisors that are new to their roles may require different training, support, and monitoring to ensure that they are as consistent and expert in providing advisement services as are the established faculty.

5.6 Other Resources	Meets Expectations
The provider has access to resources that enable the program to operate at a high level of quality.	

Evidence:
- The provider has worked to ensure that there are sufficient resources for the program including personnel, materials, space, and financial resources. As the program has grown, the provider has been effective and successful in securing the resources to support this growth including a new and dedicated space, additional staff, and improved data bases. As the program continues to grow and evolve, the provider should monitor faculty and staff ratios and expertise to ensure that both meet the needs of the program and its candidates.

- The provider has been awarded a federal grant to help develop school turnaround leaders and is working with the a local foundation to secure funding to study and document the impact of candidate efforts to close academic learning gaps that result from the Action Research Project. The provider should continue these efforts and should also work with its stakeholders to develop long-term plans for the programmatic success and fiscal health of the program.

Appendix A

Rhode Island Standards for Educator Preparation

STANDARD ONE: PROFESSIONAL KNOWLEDGE
Approved programs ensure that candidates develop a deep understanding of the critical concepts, principles, and practices of their field and, by program completion, are able to use practices flexibly to advance the learning of all students toward college and career readiness by achieving Rhode Island student standards.

> **1.1 Knowledge, Skills, and Professional Dispositions:** *Approved programs ensure that candidates demonstrate proficiency in the knowledge, skills, and professional dispositions encompassed in the Rhode Island Professional Teaching Standards and the Rhode Island Standards for Educational Leaders.*
>
> **1.2 Knowledge of Content and Content Pedagogy (Teachers)/Field of Study (Administrators and Support Professionals):** *Approved programs ensure that candidates demonstrate proficiency in the critical concepts, principles, and practices in their area of certification as identified in appropriate professional association standards.*
>
> **1.3 Standards-Driven Instruction:** *Approved programs ensure that candidates develop and demonstrate the ability to design, implement, and assess learning experiences that provide all students the opportunity to achieve Rhode Island student standards.*
>
> **1.4 Data-Driven Instruction:** *Approved programs ensure that candidates develop and demonstrate the ability to collect, analyze, and use data from multiple sources- including research, student work and other school-based and classroom-based sources- to inform instructional and professional practice.*
>
> **1.5 Technology:** *Approved programs ensure that candidates model and integrate into instructional practice technologies to engage students and improve learning as they design, implement, and assess learning experiences; as well as technologies designed to enrich professional practice.*
>
> **1.6 Equity:** *Approved programs ensure that candidates develop and demonstrate the cultural competence and culturally responsive skills that assure they can be effective with a diverse student population, parents, and the community.*
>
> **1.7 Rhode Island Educational Expectations:** *Approved programs integrate current Rhode Island initiatives and other Rhode Island educational law and policies into preparation and ensure that candidates are able to demonstrate these in their practice.*

STANDARD TWO: CLINICAL PARTNERSHIPS AND PRACTICE
Approved programs ensure that high-quality clinical practice and effective partnerships are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on PK-12 students' learning and development.

> **2.1 Clinical Preparation:** *Approved programs include clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to enable candidates to develop and demonstrate proficiency of the appropriate professional standards identified in Standard 1. Approved programs work with program-based and district/school-based clinical educators to maintain continuity and coherence across clinical and academic components of preparation.*
>
> **2.2 Impact on Student Learning:** *Approved programs and their clinical partners structure coherent clinical experiences that enable candidates to increasingly demonstrate positive impact on PK-12 students' learning.*

2.3 Clinical Partnerships for Preparation: *Approved programs form mutually beneficial PK-12 and community partnership arrangements for clinical preparation. Expectations for candidate entry, growth, improvement, and exit are shared between programs and PK-12 and community partners and link theory and practice. Approved programs and partners utilize multiple indicators to evaluate the effectiveness of the partnerships and ensure that data drives improvement.*

2.4 Clinical Educators: *Approved programs share responsibility with partners to select, prepare, evaluate, support, and retain high-quality clinical educators, both program and school-based, who demonstrate school or classroom effectiveness, including a positive impact on PK-12 students' learning, and have the coaching and supervision skills to effectively support the development of candidate knowledge and skills.*

STANDARD THREE: CANDIDATE QUALITY, RECRUITMENT, AND ASSESSMENT

Approved programs demonstrate responsibility for the quality of candidates by ensuring that development of candidate quality is the goal of educator preparation in all phases of the program- from recruitment, at admission, through the progression of courses and clinical experiences- and in decisions that program completers are prepared to be effective educators and are recommended for certification.

3.1 Diversity of Candidates: *Approved programs recruit, admit, and support high-quality candidates who reflect the diversity of Rhode Island's PK-12 students.*

3.2 Response to Employment Needs: *Approved programs demonstrate efforts to know and be responsive to community, state, regional, and/or national educator employment needs, including needs in hard-to-staff schools and shortage fields.*

3.3 Admission Standards for Academic Achievement and Ability: *Approved programs set admissions requirements that meet or exceed Rhode Island Department of Education expectations as set forth in documented guidance and gather data to monitor applicants and admitted candidates.*

3.4 Assessment throughout Preparation: *Approved programs establish criteria for candidate monitoring and progression throughout the program and use performance-based assessments to determine readiness prior to advancing to student teaching/internship (or educator of record status). Approved programs assess candidate ability to impact student learning during their student teaching/internship (or educator of record experience). Approved programs use assessment results throughout preparation to support candidate growth and to determine candidates' professional proficiency and ability to impact student learning, or to counsel ineffective candidates out of the program prior to completion.*

3.5 Recommendation for Certification: *Approved programs establish criteria for recommendation for certification and use valid and reliable performance-based assessments in alignment with RI's educator evaluation standards to document that candidates demonstrate proficiency in the critical concepts, principles, and practices in their area of certification as identified in appropriate professional standards, codes of professional responsibility and relevant laws and policies.*

3.6 Additional Selectivity Criteria: *Approved programs define, monitor, and assess, at entry and throughout the program, evidence of candidates' professional dispositions, and other research-based traits, such as leadership abilities, resilience, and perseverance, that are critical to educator effectiveness.*

STANDARD FOUR: PROGRAM IMPACT

Approved programs produce educators who are effective in PK-12 schools and classrooms, including demonstrating professional practice and responsibilities and improving PK-12 student learning and development.

    4.1 Evaluation Outcomes: *Approved programs produce effective educators, as evidenced through performance on approved LEA evaluations. Educators demonstrate a positive impact on student learning on all applicable measures and demonstrate strong ratings on measures of professional practice and responsibilities.*

    4.2 Employment Outcomes: *Approved programs demonstrate that educators are prepared to work effectively in PK-12 schools, as evidenced by measures that include employment milestones such as placement, retention, and promotion and data from recent program completers that report perceptions of their preparation to become effective educators and successfully manage the responsibilities they confront on the job.*

STANDARD FIVE: PROGRAM QUALITY AND IMPROVEMENT

Approved programs collect and analyze data on multiple measures of program and program completer performance and use this data to for continuous improvement. Approved programs and their institutions assure that programs are adequately resourced, including personnel and physical resources, to meet these program standards and to address needs identified to maintain program quality and continuous improvement.

    5.1 Collection of Data to Evaluate Program Quality: *Approved programs regularly and systematically collect data, including candidate and completer performance and completer impact on PK-12 students' learning, from multiple sources to monitor program quality. Approved programs rely on relevant, representative, and cumulative measures that have been demonstrated to provide valid and consistent interpretation of data.*

    5.2 Analysis and Use of Data for Continuous Improvement: *Approved programs regularly and systematically analyze data on program performance and candidate outcomes; track results over time; and test the effects of program practices and candidate assessment criteria on subsequent progress, completion, and outcomes. Approved Programs use the findings to modify program elements and processes and inform decisions related to programs, resource allocation and future direction.*

    5.3 Reporting and Sharing of Data: *Approved programs publicly report and widely share information and analysis on candidates successfully meeting program milestones, those candidates who do not meet milestones, and candidates recommended for certification. Approved programs publicly report and widely share measures of completer impact, including employment status, available outcome data on PK-12 student growth, and, to the extent available, data that benchmarks the program's performance against that of similar programs.*

    5.4 Stakeholder Engagement: *Approved programs involve appropriate stakeholders, including alumni, employers, practitioners, and school and community partners in program evaluation, improvement, and identification of models of excellence.*

    5.5 Diversity and Quality of Faculty: *Approved programs ensure that candidates are prepared by a diverse faculty composed of educators who demonstrate current, exceptional expertise in their respective fields, and model the qualities of effective instruction and leadership. Approved programs maintain plans, activities, and data on results in the selection of diverse program-based and district-based faculty.*

    5.6 Other Resources: *Approved programs and their institutions provide adequate resources to assure that programs meet the expectations for quality programs that are identified in these standards.*

Appendix B

Guidance for Program Classification, Provider Approval Term, and Approval Conditions

The following guidance is used by review teams to make program classification, provider approval term, and approval condition decisions. Note, review teams may use professional judgment and discretion when making these decisions based on the overall performance of the program and provider.

Program Classification	Description	Conditions
Approval with Distinction	Overall program performance is at the highest level with most components rated at Meets Expectations. If there are a small number of Approaching Expectations, a team is not precluded from assigning this classification.	No conditions
Full Approval	Overall program performance is consistently strong. The program is predominantly meeting standards for performance with some that are Approaching Expectations. If there are Does Not Meets Expectations in a small number of components, a team is not precluded from assigning this classification.	Action Plan for improvement areas with possible interim visit
Approval with Conditions	Program performance is predominantly Approaching Expectations or a mix of Approaching Expectations and Meets Expectations. There may be a small number of Does Not Meet Expectations. Programs considered for this classification may also be considered as Low Performing or Non-Renewal.	Action Plan and interim visit
Low Performing	Overall program performance is weak, but may also be varied across components. There may be some Meets Expectations, but components are predominantly Approaching Expectations and Does Not Meet Expectations. Programs considered for this classification are also considered for Non-Renewal.	Action Plan and interim visit
Non-Renewal	Overall program performance is low and is predominantly not meeting expectations. There are many components at Does Not Meet Expectations, though there may be a small number of components at Meets Expectations or Approaching Expectations.	No subsequent visit

Provider Approval Term	Description	Conditions
7 Years	All programs Approval with Distinction or Full Approval; Most provider components Meets Expectations.	No conditions
5 Years	Most programs are Approval with Distinction or Full Approval though there may be a small number of programs Approved with Conditions; Most provider components are Meets Expectations.	No conditions
4 or 3 Years	Program performance is varied. A number of programs are Approved with Conditions; Many components are Approaching Expectations.	No conditions
2 Years	Program performance is varied. Some programs are Approved with Conditions and others are Low Performing or Non-Renewal; Many components are Approaching Expectations.	Action Plan and interim visit
Non-Renewal	Overall program performance is low. All programs are Low Performing or Non-Renewal; Most components are Does Not Meet Expectations.	No subsequent visit