



PREP-RI Rhode Island
Department
of Education

Review Team Performance Report

Rhode Island College/Teach for America

Rhode Island Department of Education
October 23, 2016 to October 26, 2016





Table of Contents

| | |
|--|----|
| Performance Review of Educator Preparation - Rhode Island | 3 |
| Report Purpose and Layout | 3 |
| Key Terms Used in this Report..... | 4 |
| Report Summary | 4 |
| Program Classifications | 5 |
| Provider Approval Term..... | 5 |
| Component Ratings..... | 6 |
| Standard 1: Professional Knowledge | 6 |
| Standard 2: Clinical Partnerships and Practice | 6 |
| Standard 3: Candidate Quality, Recruitment, and Assessment..... | 7 |
| Standard 4: Program Impact..... | 7 |
| Standard 5: Program Quality and Improvement | 7 |
| Elementary Education Program: Component Findings and Recommendations | 8 |
| Standard 1: Professional Knowledge | 8 |
| Standard 2: Clinical Partnerships and Practice | 14 |
| Standard 3: Candidate Quality, Recruitment, and Assessment..... | 17 |
| Standard 4: Program Impact..... | 18 |
| Secondary Grades Education and Special Education Programs: Component Findings and Recommendations | 20 |
| Standard 2: Clinical Partnerships and Practice | 26 |
| Standard 3: Candidate Quality, Recruitment, and Assessment..... | 29 |
| Standard 4: Program Impact..... | 31 |
| Rhode Island College/Teach for America Component Findings and Recommendations | 32 |
| Standard 3: Candidate Quality, Recruitment, and Assessment..... | 32 |
| Standard 5: Program Quality and Improvement..... | 34 |
| Appendix A..... | 38 |
| Rhode Island Standards for Educator Preparation | 38 |
| Appendix B..... | 41 |
| Guidance for Program Classification, Provider Approval Term, and Approval Conditions | 41 |
| Appendix C: Glossary | 42 |



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 Rhode Island 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 Rhode Island (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 Rhode Island 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 assesses program and provider performance for each component of the Rhode Island Standards for Educator Preparation, designates a program classification, and assigns a provider approval term¹. 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 programs, 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 Rhode Island 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 programs and provider. The program classifications are based on program-level components and denote the quality of the certificate area programs that the provider offers. 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 PREP-RI review.

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



The Program and Provider Component Findings and Recommendations sections contain specific information regarding provider and program performance for each component. The sections include a 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 Rhode Island Standards for Educator Preparation.

Key Terms Used in this Report

This report uses some key terms that are consistent with language within the PREP-RI rubric and the RIDE certification office. For a glossary of key terms, see Appendix C.

Report Summary

The educator preparation provider, Rhode Island College/Teach for America, is a partnership jointly operated by both Rhode Island College (RIC) and Teach for America – Rhode Island (TFA-RI). RIC/TFA offers three RIDE-approved teacher certification programs. Teach for America has been a RIDE-approved educator preparation provider since 2010, first partnering with The New Teacher Project prior to partnering with RIC. The teacher certification preparation programs at RIC/TFA were last reviewed in 2013 as part of the Rhode Island Program Approval Process (RIPA). The currently approved programs are listed below.

- Elementary Education
- Secondary Grades Education: English, Mathematics, Science (Biology, Chemistry, General Science, Physics)
- Special Education: Secondary

The current review was conducted from October 23rd through the 26th, 2016. The review team consisted of the following: Dr. Nancy Hoffman of Central Connecticut State University, Dr. Andrew Smyth of Southern Connecticut State University, Susan Toohey Kaye of the Coventry School Department, Dr. Doris Van Gorder McGoff of the University of Massachusetts at Boston, and Maryjane Utley of the Westerly School Department. Lisa Foehr, Sarah Whiting, and Lauren Matlach represented the Rhode Island Department of Education. Andre Audette from AA Consulting supported the RIDE team. The following tables detail the program classifications, provider approval term, approval conditions, and component ratings that resulted from this review.



Program Classifications

Indicates the quality of the individual certification area programs offered by the provider determined by evidence-based ratings for each program-level component

- Approved with Distinction
- Full Approval
- Approval with Conditions
- Low Performing
- Non-Renewal

| Program | Classification |
|----------------------------|----------------|
| Elementary Education | Full Approval |
| Secondary Grades Education | Full Approval |
| Special Education | Full Approval |

Provider Approval Term

Indicates the over-all quality of the educator preparation provider based on the classifications for each of the provider's certificate area programs and on evidence-based ratings for each provider-level component

- Seven years
- Five years
- Four years
- Three years
- Two years
- Non-renewal

| Provider | Approval Term | Conditions |
|--|---------------|----------------|
| Rhode Island College/ Teach for America | Five Years | Not Applicable |



Component Ratings

The following tables list the ratings for each component which designate the performance level for the programs 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 Ratings | | |
|--|--------------------------|--------------------------|--------------------------|
| Teacher Certification Area Programs | Elementary | Secondary | Special Education |
| 1.1 Knowledge, Skills, and Professional Dispositions | Meets Expectations | Meets Expectations | Meets Expectations |
| 1.2 Knowledge of Content and Content Pedagogy | Approaching Expectations | Meets Expectations | Meets Expectations |
| 1.3 Standards-Driven Instruction | Meets Expectations | Approaching Expectations | Approaching Expectations |
| 1.4 Data-Driven Instruction | Meets Expectations | Meets Expectations | Meets Expectations |
| 1.5 Technology | Approaching Expectations | Approaching Expectations | Approaching Expectations |
| 1.6 Equity | Approaching Expectations | Approaching Expectations | Approaching Expectations |
| 1.7 Rhode Island Educational Expectations | Approaching Expectations | Approaching Expectations | Approaching Expectations |

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 Ratings | | |
|---|--------------------|--------------------|--------------------|
| Teacher Certification Area Programs | Elementary | Secondary | Special Education |
| 2.1 Clinical Preparation | Meets Expectations | Meets Expectations | Meets Expectations |
| 2.2 Impact on Student Learning | Meets Expectations | Meets Expectations | Meets Expectations |
| 2.3 Clinical Partnerships for Preparation | Meets Expectations | Meets Expectations | Meets Expectations |
| 2.4 Clinical Educators | Meets Expectations | Meets Expectations | Meets 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. (Components 3.1, 3.2, 3.2, and 3.6 are rated at the provider, not the program-level.)

| Component | Component Ratings | | |
|---|--------------------|--------------------|--------------------|
| Teacher Certification Area Programs | Elementary | Secondary | Special Education |
| 3.1 Diversity of Candidates* | Meets 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 | Meets Expectations | Meets Expectations |
| 3.5 Recommendation for Certification | Meets Expectations | Meets Expectations | 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 Ratings | | |
|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Teacher Certification Area Programs | Elementary | Secondary | Special Education |
| 4.1 Evaluation Outcomes | Approaching Expectations | Approaching Expectations | Approaching Expectations |
| 4.2 Employment Outcomes | Meets Expectations | Meets Expectations | 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. (Components 5.1, 5.2, 5.3, 5.4, 5.5, and 5.6 are rated at the provider, not the program-level.)



| Component | Component Ratings | | |
|--|--------------------------|-----------|-------------------|
| | Elementary | Secondary | Special Education |
| Teacher Certification Area Programs | | | |
| 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 | | |

Elementary Education Program: Component Findings and Recommendations

The RIC/TFA elementary education program is an alternative route certification program that leads to certification in Rhode Island as an elementary education teacher. Candidates must have completed a bachelor’s degree to be admitted into the program.

Standard 1: Professional Knowledge

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|---|--------------------|
| 1.1 Knowledge, Skills, and Professional Dispositions | Meets Expectations |
| The Rhode Island Professional Teaching Standards (RIPTS) and opportunities to develop proficiency in the RIPTS are integrated across the program of study, courses, and clinical experiences. | |

Evidence:

- The program of study for elementary candidates includes pre-summer institute learning experiences and activities, a five week summer institute, a transitional orientation to Rhode Island schools during the month of August called ‘the First Eight Weeks,’ the teacher of record year in PK-12 classrooms, coaching and professional development from program staff during the teacher of record year, and certification coursework at Rhode Island College (RIC). RIC coursework addresses instructional methods, curriculum, assessment, and special education.
- Collectively the entire RIC/TFA program of study is a well-sequenced, integrated and developmental approach to preparing candidates to develop proficiency in the knowledge, skills, and professional dispositions encompassed in the RIPTS. The RIPTS are integrated into and aligned to learning activities and coursework, assessments, and clinical observations of candidate practice.



- Candidates and program completers reported that they were well-prepared and well-supported to serve as teachers of record. The candidates demonstrated strengths in multiple standards of the RIPTS, including creating learning experiences using a broad base of general knowledge (Standard 1), creating a supportive learning environment (Standard 6), working collaboratively with school personnel, families and the communities, (Standard 7) and reflecting on their practice and assuming responsibility for their own professional development (Standard 10).
- Based on interviews, observations, and reviews of candidate work, candidates were less well-prepared to demonstrate deep knowledge of the tools of inquiry and central concepts in the disciplines they teach (Standard 2) and to create instructional opportunities that reflect a deep understanding of how children learn and develop (Standard 3). Program completers reported that they developed knowledge in these areas over the course of the teacher of record year. The program should consider providing candidates additional learning opportunities and coaching supports into the program of study prior to and early in the teacher of record year.

| | |
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| 1.2 Knowledge of Content and Content Pedagogy | Approaching Expectations |
| The program provides candidates opportunities to learn and engage with some but not all aspects of the professional standards, particularly learning theory and child development. | |

Evidence:

- The program provided evidence that the Association for Childhood Education International (ACEI) standards for elementary education are integrated into and aligned to candidate learning experiences, the assessment system and the RIC coursework. It was not evident how the summer institute or the pre-teacher of record year learning experiences focused on or prioritized the ACEI standards.
- During the summer institute and pre-teacher of record year, candidates learn how to plan lessons, how to develop and implement supportive classroom practices, and how to reflect on their practice for improvement. These experiences do not include a similar focus to support candidates' deep analysis and understanding of the professional standards for their certification area or content-specific teaching practices.
- Candidates and program completers reported that the RIC coursework and the clinical support they receive during the teacher of record year are important ways in which they develop a deeper understanding of the ACEI standards and how to plan and implement instruction consistent with the expectations of the standards.
- Candidates demonstrated strong knowledge and skills in curriculum standards (Standard 2), assessment (Standard 4), and professionalism (Standard 5). Candidates were less well-prepared in child development, learning, and motivation (Standard 1) and would benefit from further instruction in the areas of adapting to the needs of diverse students, helping students develop critical thinking and problem solving, and integrating child development knowledge when planning instruction (Standard 3).

Recommendations:



- Explore ways to better integrate the full range of the ACEI standards into the elementary program learning experiences during summer institute, during the transitional orientation to Rhode Island schools, and early in the teacher of record year with coaching and clinical supports.
- Provide candidates specific learning experiences that require them to develop a deep understanding of child development, learning, and motivation and apply this knowledge to their daily practice of designing lessons and teaching their content in a way to ensure it is accessible and successful for all students.

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| 1.3 Standards-Driven Instruction | Meets Expectations |
| The program prioritizes PK-12 student learning standards and provides candidates multiple opportunities to develop knowledge, understanding, and proficiency in the standards. | |

Evidence:

- All relevant PK-12 student learning standards, including Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), as well as content standards for other disciplines such as social studies, art, and physical education, are intentionally and effectively integrated across the program of study and clinical experiences.
- Candidates are introduced to the CCSS and NGSS during the summer institute. Candidates are required to develop lessons aligned to the standards and are assessed and provided feedback on the quality of their lessons and instruction and the alignment to student learning standards. Student learning standards are also incorporated into the First Eight Weeks orientation to Rhode Island schools.
- During the teacher of record year, candidates receive coaching and support on developing and implementing lessons consistent with student learning standards from program clinical faculty. Candidates further learn about and develop proficiency in student learning standards through the RIC coursework that accompanies the teacher of record year. The program also provides candidates important additional learning and support opportunities through content-focused program-based professional development that occurs during the teacher of record year and is based on the needs of the candidates.
- Candidates recognize the importance of student learning standards and their responsibility to support students to attain expected learning outcomes across the content areas. They demonstrated both an understanding of the standards and strategies to incorporate them into their classroom instruction and practices.

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| 1.4 Data-Driven Instruction | Meets Expectations |
| The program prioritizes data-driven instruction and requires candidates to develop proficiency and to demonstrate a commitment to data-driven instruction and practices. | |

Evidence:



- The focus on data-driven instruction in the program begins prior to students entering summer institute. As part of pre-institute work, candidates are required to conduct observations in PK-12 classrooms and analyze the data to begin to develop an understanding of PK-12 classrooms and the use of data to make educational decisions.
- The summer institute introduces candidates to the “cycle of planning, executing, reflecting on data, and adjusting instruction” that is the standard expectation for instructional practice for program candidates. Candidates reported that this strong and clear focus helped them to develop both an orientation to data-based instruction and proficiency in its use.
- Specific sessions in the summer institute, the First Eight Weeks orientation, the professional development sessions, and RIC course work include extensive and specific focus on various forms and purposes of assessments, teacher-developed and standardized, the importance of quantitative and qualitative data, how to analyze and use data in planning and instruction, and how to share data with students, families, and the school community for learning improvement.
- Candidates demonstrate their effectiveness with data-driven instruction and their impact on student learning by providing measures of student learning at the beginning, middle, and end of school year on a variety of assessments and measures including student learning objectives. Candidates must also demonstrate their impact and effectiveness on student learning by measuring student learning down to the lesson plan objective level.

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| 1.5 Technology | Approaching Expectations |
| The program provides candidates limited opportunities to develop proficiency in the use and application of instructional technology to support student learning. | |

Evidence:

- The program provided evidence of technologies shared with candidates such as on-line classroom management tools, instructional aids, and curriculum resources. The program also reported that it provides individual coaching based on the technology that is available in a specific school site and the knowledge and familiarity of the candidates. The program also provided evidence of alignment between the RIC courses and the International Society for Technology in Education (ISTE) standards.
- The program did not provide evidence that the use and application of instructional technology is prioritized in the program of study, that candidates are provided support and learning opportunities to develop proficiency in the use of technology, or that the program has specific and common expectations for all candidates.
- Candidates and program completers reported varying knowledge, understanding, and proficiency in the use and application of instructional technology. Candidates and program completers also reported this as an area in which they felt less well-prepared to meet the needs of students and effectively integrate technology into their practice.



Recommendations:

- Identify the key instructional technologies, including modeling digital age work and learning, and the level of proficiency in both that are expected of all elementary school teachers, regardless of the school site.
- Review the entire program of study – summer institute, First Eight Weeks, teacher of record year, content communities, and RIC courses to identify the best way to integrate the use and application of technology throughout the program in a manner that will ensure proficiency for all candidates, including explicit instruction and practice.
- Incorporate the use and application of technology as well as how well candidates model digital age work and learning into the candidate coaching, supervision, and assessment systems. Require candidates to demonstrate proficiency in the use, application, and modeling of technology and digital age work and learning to progress in the program.

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| 1.6 Equity | Approaching Expectations |
| Issues of equity are emphasized throughout the program while not ensuring candidates develop proficiency in working with diverse students and families. | |

Evidence:

- The program reported that respect, humility, and diversity are core values of the program and are woven throughout the program. Issues of diversity and equity are integrated into the admissions process. Prior to summer institute, candidates must spend time reflecting on their own cultural identity and learning about other cultural identities. The First Eight Weeks orientation includes sessions that focus on issues of cultural awareness and diversity specific to Rhode Island that candidates will encounter during the teacher of record year.
- During the teacher of record year, diversity remains a focus of the program. Specific professional development sessions are dedicated to issues of diversity and cultural identity. RIC coursework and coaching supports also integrate and focus on diversity, equity, and the candidate’s cultural awareness and cultural competence. Candidates typically spend their teacher of record year in schools with significant diversity among students, further providing candidates opportunities to practice and teach consistent with issues of equity and diversity.
- Candidates and program completers reported that while they develop a deep awareness of issues of equity and diversity, they do not have sufficient opportunities to develop and practice specific skills and strategies to ensure that they can meet the needs of diverse students and their families. In particular, candidates, program completers, and program faculty and staff reported that candidates are not fully prepared to meet the needs of students with disabilities and English language learners.



Recommendations:

- Continue the programmatic focus on awareness of diversity, equity, and cultural competence that is a strength of the program and that prepares and supports candidates to commit to the mission and goals of TFA and the needs of diverse students and their families.
- Continue to provide candidates with support in the area of meeting the needs of ELL students and families as was demonstrated by the recent addition of clinical educators with expertise in this area. Ensure this support is provided to all candidates.
- Consult with your national and local partners, as well as your program completers, to identify specific strategies and practices that are effective in meeting the instructional, support, and communication needs of diverse students and their families in RI.
- Conduct a program review to determine where these practices and strategies best fit into the program curriculum to ensure all candidates have access. Integrate these practices and strategies into the program curriculum and clinical experiences and supports, including direct instruction, practice, and assessment.
- Explore additional ways to integrate instructional practices that meet the needs of students with disabilities and ELLs into the summer institute and First Eight Week learning opportunities.

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| 1.7 Rhode Island Educational Expectations | Approaching Expectations |
| RI Initiatives are not fully addressed in the program curriculum sufficient to prepare all candidates to meet the expectations of this component. | |

Evidence:

- Candidates begin the program in a summer institute that takes place in a state other than Rhode Island, which does not include a focus on educational issues and policies specific to RI. Candidates are introduced to RI-specific issues and policies during the First Eight Week orientation to Rhode Island schools. This introduction focuses on standardized tests commonly used in Rhode Island, the Rhode Island educator evaluation system, and issues of cultural competence and data literacy.
- Candidates are provided additional support to develop an understanding of Rhode Island policies through RIC coursework and on an ad hoc basis through coaching support from program faculty and staff and through the contexts and supports of the candidate’s teacher of record school.
- The program did not provide evidence of a systematic integration of key Rhode Island initiatives and policies into the program curriculum that are expected for elementary school teachers such as the comprehensive literacy plan, personal literacy plans, social and emotional learning, Response to Intervention/Multi-Tiered System of Supports, bullying and school violence, and other statewide priorities.



- Candidates and program completers reported varying levels of understanding and familiarity with Rhode Island specific educational initiatives and that they often seek to learn these through their schools and colleagues.

Recommendations:

- Conduct a review of the program of study to identify additional learning opportunities and supports to ensure all candidates develop an understanding and ability to demonstrate practice consistent with the Rhode Island initiatives and policies that are relevant for elementary grade teachers. Revise the program of study as necessary.
- Explore additional ways to provide candidates knowledge and understanding of Rhode Island specific initiatives and policies between the conclusion of the summer institute and the start of the teacher of record year. Look for additional ways to integrate and emphasize these into the RIC courses and the professional development sessions that occur during the year.

Standard 2: Clinical Partnerships and Practice

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| 2.1 Clinical Preparation | Meets Expectations |
| The program’s clinical preparation ensures that candidates have sufficient opportunities to develop proficiency in the standards and expectations for elementary grade teachers. | |

Evidence:

- The program clinical experience begins early in the program and continues through program completion. Prior to pre-summer institute, candidates must spend specified hours in PK-12 schools observing practice and reflecting on instruction. During the summer institute, candidates conduct small group lessons over the course of five weeks with students in elementary grades. Candidates complete the remainder of the program as the teacher of record in a Rhode Island public school, while serving on an alternative route teaching certification.
- Based on the program’s focus on meeting the needs of diverse students, their families, and focusing on issues of equity, most, if not all, clinical experiences take place in schools and districts that have a significant number of students from diverse backgrounds.
- The clinical experiences are specifically constructed and implemented to provide candidates support and supervision during the summer institute while preparing them to serve as teachers of records during the upcoming school year. While not specifically a clinical experience, the First Eight Week orientation to Rhode Island schools provides an important support for candidates as they learn about Rhode Island schools and prepare to assume the full responsibility for their classrooms.
- Candidates and program completers reported that their clinical preparation and its design contributed to their readiness to serve as teachers of record on day one and to attain full certification at program completion. The clinical experiences provided them opportunities to build on and apply what they have learned during the program to the needs of their students.
- Some candidates and program completers also reported that they would have benefited from the opportunity to teach whole class sessions during the summer institute, to have more



opportunities to teach PK-12 students, and opportunities to observe veteran teachers during summer institute and prior to the teacher of record year. The program should consider these recommendations as it continues to review and revise its program design and clinical experiences to ensure that the summer institute is an authentic learning experience for all program candidates and best prepares candidates for the teacher of record year.

- The program has recently excused some candidates from the program’s First Eight Week orientation program to allow them to participate in school-based orientations if their school’s orientation met the program’s expectations. While the program provided an analysis indicating alignment between the two, this was not evident to the review team. Additionally, candidates who participated in school-based orientation, rather than program-based orientation, reported that they felt less-well prepared than other candidates for the start of the teacher of record year. The program should revisit whether this well-intentioned practice best prepares candidates for their teacher of record placement.

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| 2.2 Impact on Student Learning | Meets Expectations |
| Student learning is a priority of the program. Candidates are expected to demonstrate an impact on student learning throughout their clinical preparation. | |

Evidence:

- The program focus on impact on student learning begins during the summer institute and is clearly communicated through the ‘Culture of Achievement’ and ‘Engagement with Rigorous Content’ rubrics. These rubrics drive candidate focus and progress in the summer institute. Both rubrics communicate the expectation that everything that candidates do as teachers should be based on how well they challenge and support students to learn.
- The focus on impact on student learning continues during the teacher of record year. Candidates are required to monitor their students’ learning at the beginning, middle, and end of the school year. Program clinical faculty work with candidates to analyze this data and plan for any necessary improvements.
- Candidates are trained and required to analyze impact on student learning using standardized assessment data as well as classroom generated data. Candidate review of data at times drills down to the specific instructional objective level.
- Program clinical educators regularly meet with administrators and supervisors from the teacher of record placement to review candidate performance and impact on student learning and as needed work together to support candidates in their development.

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| 2.3 Clinical Partnerships for Preparation | Meets Expectations |
| The program has established mutually beneficial partnerships that share in the support and development of the candidates and the program. | |

Evidence:



- The program identifies its clinical partners as those schools and districts that sign formal partnership agreements to recruit and hire program candidates for teacher of record placements while serving on a Rhode Island alternative route certification. The program reported that it currently has six partnerships ranging from large urban school districts with several participating schools to individual charter schools and mayoral academies.
- The partnership agreement specifies the terms of the partnership including the following responsibilities for the program: provide qualified, well-prepared candidates; provide supervision and other supports; hire and place candidates in appropriate grade and certificate area placements; and work with the program to support candidate development.
- Schools and principals that partner with the program agree to meet with program faculty and staff at least three times during the year to review candidate progress and seek principal feedback on the candidate. The program and principal use elements of the Rhode Island Educator Evaluation system to review progress and determine areas for growth. A positive recommendation from the principal is a requirement for candidates to be recommended for certification and program completion.
- The program reported that it recognizes the importance of effective partners to ensure both effective clinical placements and supportive supervision. As such, the program reported that it has discontinued partnerships when it became apparent that a clinical site was not conducive to training and supporting program candidates.

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| 2.4 Clinical Educators | Meets Expectations |
| The program’s clinical educators are a strength of the program and provide critical coaching, supervision, and support to candidates. | |

Evidence:

- The primary clinical educators for the program are the Managers of Teacher Leadership Development (MTLD). The MTLs fulfill multiple and equally important roles for the program. As the primary clinical educators, they provide class and school-based supervision and support. They also work with program staff to design and implement professional development sessions that occur during the year such as the content communities, MTLN nights, and educator summits.
- The program has “normed expectations of the minimal and ideal criteria for an MTLN.” The program provided evidence of how it recruits and hires individuals to fill these roles. The program reports that it typically seeks outstanding alumni who have a demonstrated interest and aptitude in supporting candidate growth and advancing the mission of the program. The program selects several applicants to an interview and performance session from which the successful candidate is selected.
- The program provided evidence that it provides extensive training and support, both locally and nationally, in topics critical to the role of MTLNs. MTLNs are also evaluated on an ongoing and annual basis to ensure appropriate levels of support for program candidates.



- Candidates, program completers, and program staff report that the MTLDs are critical to the success of the program and the candidates. It was evident to the review team that the MTLDs recognize and act on the importance of their role to deliver customized, planned, and just-in-time support for program candidates.
- While not specifically viewed as clinical educators, program candidates reported that RIC faculty in the elementary program provide important campus-based coaching, support, and opportunities for learning and reflection from the events that occur in their classrooms.

Standard 3: Candidate Quality, Recruitment, and Assessment

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| 3.4 Assessment Throughout Preparation | Meets Expectations |
| The program assessment system has clear criteria, is clearly communicated to candidates, and is fully aligned to the RIPTS and the professional standards for elementary grades teachers. | |

Evidence:

- The program assessment system has three assessment decision points: admissions, recommendation for the teacher of record year, and recommendation for certification. Collectively, the assessment system prioritizes candidate performance to determine progress in the program, the ability for candidates to positively impact student learning, and the ability of candidates to demonstrate competence in the full range, depth, and breadth of the RIPTS and professional standards.
- The program assessment system is clearly communicated to candidates prior to admission to the program and subsequently throughout the program through the national and local TFA website, program materials such as the Corps Member Handbook, and coaching and support workshops and sessions from program faculty and staff.
- The program uses several standards-based and performance-focused assessments and rubrics to support and monitor candidate growth throughout the program. These include the Culture of Achievement, Engagement with Rigorous Content, and Teacher as Leader Comprehensive rubrics and professional practices components of the Rhode Island Educator Evaluation system during the teacher of record year. The RIC courses also have several assessments and rubrics which detail required expectations for candidate knowledge and performance on course-based activities that contribute to candidate growth during and proficiency during the teacher of record year.
- The program provides candidates with consistent and standards-based feedback on their performance throughout the program. This feedback occurs formally, informally, and is based on the needs of the individual candidates. Candidates and program completers reported that feedback was consistent, frequent, and clear.
- The recommendation for the teacher of record year assessment point occurs at the conclusion of the summer institute and prior to the start of the teacher of record year. To progress to the teacher of record year, candidates must pass the state licensure content test for their certification, complete all program on-boarding requirements, be hired by a partner district, complete the summer orientation program, and successfully complete the summer institute.



- While the program previously had not established clear criteria that defined successful completion of the summer institute and the recommendation for teacher of record year, the program reported that it has recently established such criteria. These criteria include minimal ratings on the summer institute rubrics and positive recommendations from summer institute faculty and staff.
- To further support and ensure candidate progress, the program reports that it consults with summer institute staff to identify candidates who complete the summer institute, progress to the teacher of record year, but based on their performance during the summer institute, require an improvement plan prior to the teacher of record year.
- The program should continue to monitor the recommendation for teacher of year assessment point to ensure that the criteria it has selected are appropriate, are based on candidate performance, and produces feedback and supports that lead to candidate progress.

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| 3.5 Recommendation for Certification | Meets Expectations |
| The program assessment system recommends candidates for certification based on clear criteria that ensure candidates demonstrate proficiency on the RIPTS and professional standards. | |

Evidence:

- The recommendation for certification assessment point has several criteria: completion of all RIC coursework with at least a B, a positive recommendation from the candidate’s principal, passing the state licensure teaching and learning exam, receiving a score of at least developing on the professional practices portion of the Rhode Island Educator Evaluation Model, and demonstrating positive impact on student learning over the course of the teacher of record year.
- The program provided evidence that it clearly and regularly communicates these criteria to candidates through workshops, program materials, and coaching and support sessions.
- Candidates are observed twice formally and receive multiple informal observations and coaching sessions during the school year by clinical faculty to assess candidate performance on the professional practices rubric and to provide feedback on performance and areas for future growth.
- Program and clinical faculty meet regularly to review candidate performance, identify areas for growth, and ensure consistent feedback and assessment practices. Candidates who do not meet the criteria for recommendation for certification are required to complete an additional teacher of record year including coaching and supervision from clinical faculty.

Standard 4: Program Impact

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| 4.1 Evaluation Outcomes | Approaching Expectations |
| The program produces effective educators and seeks employer feedback for program improvement. | |

Evidence:



- The program reported that it conducts a biannual survey of program completer employers on a range of issues including candidate performance, impact, and achievement. The program also reports that a significant and informal means of data collection from program completer employers is regular contact between the clinical faculty and the school principals.
- The program reported that employers for program completers had a 100% response rate to the most recent survey and positively rated program candidates and completers as individuals they would recommend hiring while also providing specific areas for improvement such as increased candidate support in a specific school.
- The Educator Preparation Index data revealed that the aggregate performance of RIC/TFA program completers is comparable to the aggregate performance distribution for all recent completers in Rhode Island schools. The program provided evidence that it has reviewed and conducted analysis on performance data from the Index and is using this analysis for program evaluation and improvement.

Recommendations:

- Implement an annual employer survey, consistent with the expectations of this component, and one that yields actionable information for program improvement.
- Work with your partners and stakeholders to identify additional sources of formal and informal feedback in addition to surveys on candidate and program performance to guide program improvement efforts.

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| 4.2 Employment Outcomes | Meets Expectations |
| The program regularly collects information from recent program completers and uses this feedback for program improvement. | |

Evidence:

- The program provided evidence that it surveys current candidates as well as program completers in the second year of the program three times during the school year. These surveys focus on candidate performance, support, and the general culture of the program. There are also open-ended questions to allow for general feedback.
- The program also provided evidence that it annually also surveys program alumni, those who have completed TFA in Rhode Island as well as those who have completed TFA in other states but now reside in RI.
- The program reported that recent response rates have been 90% for current candidates and year two program completers and 60% for TFA alumni. The program also provided specific program improvements that have been made in response to the surveys including restructuring meeting focus areas, structures, and schedules.



Secondary Grades Education and Special Education Programs: Component Findings and Recommendations

The RIC/TFA secondary grades program is an alternative route certification programs that leads to certification in Rhode Island as a secondary grade teacher in the content areas of English, mathematics or science (biology, chemistry, or physics). Candidates must have completed a bachelor’s degree in their content area or a related field to be admitted into the program. The RIC/TFA special education program is an alternative route certification program that leads to certification in Rhode Island as a secondary special educator. Candidates must have completed a bachelor’s degree to be admitted into the program and also be concurrently enrolled in the secondary education program.

Standard 1: Professional Knowledge

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| 1.1 Knowledge, Skills, and Professional Dispositions | Meets Expectations |
| The program curriculum and learning experiences provides candidates opportunities to develop understanding and demonstrate proficiency in some but not all of the RIPTS. | |

Evidence:

- The secondary education and special education programs are similar in design to the elementary education program. Candidates complete pre-summer institute work prior to the summer institute, participate in a five week summer institute, participate in a transitional orientation program to Rhode Island school called, ‘the First Eight Weeks,’ serve as the teacher of record for a school year in a Rhode Island public school, complete several certification courses at Rhode Island College (RIC) and receive coaching and professional development support during the teacher of record year from program faculty and staff.
- Candidates who are jointly enrolled in the secondary education and special education programs complete a second year in the program that leads to certification as secondary special educators. During the second year, candidates complete two additional courses at RIC that focus on the skills, capacities, and professional knowledge for special educators. During the first year in the program, both secondary education and special education candidates complete two courses that focus on special education skills, capacities, and professional knowledge expected of all educators.
- Like the elementary education program, the program curriculum for the secondary education and special education programs are well-sequenced, designed, and implemented. Candidates experience a consistent curriculum that introduces them to the foundational issues in teaching and learning during summer institute, provides guided practice during the summer institute, coaches and supports candidates during the teacher of record year, and further develops candidate knowledge and understanding in the RIC courses.
- The program provided evidence that the RIPTS are integrated throughout the program introduced during the First Eight Weeks, reinforced through coaching and support during the teacher of record year, aligned to the RIC coursework, and embedded in the program assessment system and rubrics.



- Program candidates reported that they were well-prepared by the program to serve as secondary educators and special educators. While candidate practice was generally consistent with the expectations of the RIPTS, candidates did not demonstrate awareness and deep knowledge of the actual standards and their expectations for teachers.
- Candidates excelled in the creating learning experiences using a broad base of general knowledge (Standard 1), creating instructional opportunities to encourage critical thinking and problem solving (Standard 5), creating a supportive learning environment (Standard 6), and using appropriate formal and informal assessment strategies (Standard 9).
- Candidates demonstrated less effective practice and understanding of selecting and using effective content-specific instructional strategies and technologies (RIPTS 2), creating instructional opportunities that reflect an understanding of how children develop (Standard 3), and using effective communication to help students investigate and learn (Standard 8).
- The program should review and revise the program curriculum to ensure there are sufficient opportunities to develop knowledge and understanding of the full range of the RIPTS and provide candidates additional supports to develop greater awareness of the language and expectations of the RIPTS.

| 1.2 Knowledge of Content and Content Pedagogy | Meets Expectations |
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| The program curriculum and learning experiences provide candidates opportunities to develop and demonstrate proficiency in the professional content standards for their certification areas. | |

Evidence:

- The program curriculum provides candidates multiple opportunities to develop knowledge, understanding, and proficiency in relevant content-specific standards for secondary grades (English, mathematics, and science) educators and secondary special educators through a consistent focus beginning in summer institute, through content workshops and coaching that occurs during the teacher of record year, and through the RIC courses, particularly SED 511: Content and Pedagogy in Secondary Education and SED 512: Practicum in Secondary Education.
- Candidates and program completers reported an awareness and familiarity with the expectations of their professional standards, and their observed practice and work samples, including the Teacher Work Samples, corroborated this understanding. Candidates also reported effective coaching and support from clinical educators and RIC faculty to help them implement content-specific strategies that are aligned to the expectations of their professional standards.
- All secondary and special educators are required to pass the state licensure content exam for their certification area prior to the teacher of record year. Additionally, all program candidates must have completed an undergraduate degree in their content area or a related field. As such, these two programmatic requirements, while not part of the program of study, contribute to candidate knowledge of their content area and the corresponding professional standards.

Evidence Specific to the Special Education Program:



- The special education program has had limited enrollment. To date, no candidates have completed the program. At the time of this review, two candidates were currently enrolled in the program. As such, the program review was based largely on program design, rather than an implemented program.
- The special education program of study appears to provide candidates sufficient focus on the following aspects of the CEC standards: learner development (Standard 1), assessment (Standard 4), professional learning and ethical practice (Standard 6), and collaboration (Standard 7). It was not evident that the program sufficiently focused on curricular content knowledge (Standard 3) and elements of instructional planning and strategies – particularly technology and assistive technology (Standard 5).
- RIC/TFA should consider the program design of the special education program in light of its low enrollment and completion rate, particularly since secondary special education is an area of need for Rhode Island schools and districts. The provider and program should explore if there are changes and adjustments to the program design that could be made to increase enrollment and program completion. These changes could include an increased emphasis on special education instruction, strategies, and support for enrolled candidates during the first year of the program, working with employers and stakeholders to secure employment for candidates in special education positions for the second year of the program, and better connecting candidates to the mission of serving students with special needs both prior to and during the teacher of record year.

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| 1.3 Standards-Driven Instruction | Approaching Expectations |
| Candidates develop a general understanding of the Rhode Island PK-12 student learning standards and implement instruction based on this developing understanding. | |

Evidence:

- Program candidates are introduced to the CCSS and the NGSS during the summer institute. During the institute, candidates are required to analyze the standards and integrate them into their lessons. Candidates are assessed in part on the effectiveness with which they incorporate the standards and support students to meet learning expectations.
- The First Eight Weeks summer orientation focuses on student learning standards through workshops specifically dedicated to the learning expectations for Rhode Island students as well as standardized testing requirements. During the teacher of record year, candidates receive coaching and support that includes an emphasis on the student learning standards. The RIC courses, particularly the curriculum, instruction, and methods courses, also include a focus on student learning standards.
- Despite having exposure and opportunities to learn about Rhode Island PK-12 student learning standards, candidates demonstrated limited knowledge, understanding, and awareness of the standards. Candidates were generally aware of the expectations of the standards, but their knowledge remained at the awareness level and not at a level that supported them to design and implement instruction that fully integrates the student learning standards.

Recommendations:



- Review the program curriculum to determine opportunities to advance secondary and special education candidates beyond the awareness-level understanding of Rhode Island PK-12 student learning standards and develop proficiency in designing and implementing instruction based on the standards, school curriculum, and student learning needs.
- Work with candidates to more fully integrate student learning standards into lesson goal-setting and establishing student learning objectives to further develop their proficiency in the use and understanding of the standards.
- Provide candidates with additional and specific tools, resources, and strategies to integrate student learning standards into their instruction. Provide explicit coaching and support on the effectiveness of candidate lesson planning and instruction to communicate the expectation of student learning standards to PK-12 students and to provide support for students to meet these expectations.

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| 1.4 Data-Driven Instruction | Meets Expectations |
| Data driven instruction is a priority of the program and candidates are proficient in the use and application of data throughout their instructional practice. | |

Evidence:

- The emphasis on data-driven instruction and practice is clearly communicated as a best and expected practice for educators throughout the secondary and special education program. Prior to the summer institute, candidates learn about the importance of data for educators through observations of a PK-12 school and assignments that require them to analyze the resulting data to make reflections on the practices they observed.
- During the summer institute, candidates are required to “begin with the end in mind” in designing lessons and then using resulting data from the lesson to determine lesson effectiveness and next steps. Also during the summer institute, candidates are introduced to several tools and protocols for collecting, analyzing, and using data that are expected to become part of their standard instructional practice.
- The program continues to emphasize and prioritize data-driven instruction through sessions within the First Eight Weeks that focus on collecting and analyzing data to guide instruction and emphasize specific expectations for Rhode Island standardized assessments used in Rhode Island. The importance of data continues to be a program focus during the teacher of record year through coaching and support sessions with clinical educators, through professional development sessions that occur during the year, through the RIC courses, and through program assessments that monitor candidate effectiveness in the use of data-driven practices.
- Candidates and program completers report that they have internalized the need for data-driven instruction to ensure students meet expected learning goals and have gained specific skills and capacities through their program of study.

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| 1.5 Technology | Approaching Expectations |
| The program provides a limited emphasis on instructional technology and candidate demonstrate | |



basic skills in the use and application of technology.

Evidence:

- The program provided evidence that it shares examples of instructional technologies and how they might be used during the summer institute, the First Eight Weeks, through the teacher of record year, and through the RIC courses. These examples included classroom management tools, instructional devices, and curriculum resources. Along with the introduction, candidates were provided general awareness of how the technologies might be used in classrooms.
- The program also provided evidence of how the International Society for Technology in Education (ISTE) standards are reflected in program learning opportunities and the RIC coursework. The program did not provide evidence of how candidate proficiency is assessed or prioritized across the program at a level expected of all secondary and special education teachers.
- Candidates and program completers reported varying knowledge, capacity, and use of technology in their practice. Candidates also did not have a strong understanding of content-specific technology that would particularly support mathematics and science learning or assistive technology to support students with disabilities.

Recommendations:

- Identify the key instructional technologies, including those content-specific technologies for mathematics, science, and special education teachers that are expected of all secondary and special education teachers, including digital age work and learning.
- Review the entire program of study – summer institute, First Eight Weeks, teacher of record year, content communities, and RIC courses – to identify the best way to integrate the use and application of technology throughout the program in a manner that will ensure proficiency for all candidates, regardless of the technology that may be available at specific school sites.
- Incorporate the use and application of technology as well as how well candidates model digital age work and learning into the candidate assessment system. Require candidates to demonstrate proficiency in the use, application, and modeling of digital age work and learning to progress in the program.

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| 1.6 Equity | Approaching Expectations |
| Issues of equity are emphasized throughout the program while not ensuring candidates develop proficiency in working with diverse students and families. | |

Evidence:

- The program reported that respect, humility, and diversity are core values woven throughout the program. Issues of diversity and equity are integrated into the admissions process. Prior to summer institute, candidates must time spend time reflecting on their own cultural identity and learning about others’ cultural identities. Sessions are also included in the First Eight Weeks



that focus on issues of cultural awareness and diversity specific to Rhode Island that candidate will encounter during the teacher of record year.

- During the teacher of record year, diversity remains a focus of the program. Specific professional development sessions are dedicated to issues of diversity and cultural identity. RIC coursework and coaching supports also integrate and focus on diversity, equity, and the candidate’s cultural awareness and cultural competence. Candidates typically spend their teacher of record year in schools with significant diversity among students, further providing candidates opportunities to practice and teach consistent with issues of equity and diversity.
- Candidates and program completers reported that while they develop a deep awareness of issues of equity and diversity, they do not have sufficient opportunities to develop and practice specific skills and strategies to ensure that they can meet the needs of diverse students and their families. In particular, candidates, program completers, and program faculty and staff reported that candidates are not fully prepared to meet the needs of students with disabilities and English language learners.

Recommendations:

- Continue the programmatic focus on awareness of diversity, equity, and cultural competence. This focus is a strength of the program that prepares and supports candidates to commit to the mission and goals of TFA and the needs of diverse students and their families.
- Continue to provide candidates with support in the area of meeting the needs of ELL students and families by the recent addition of clinical educators with expertise in this area. Ensure this support is provided to all candidates.
- Consult with your national and local partners, as well as your program completers, to identify specific strategies and practices that are effective in meeting the instructional, support, and communication needs of diverse students and their families in RI.
- Conduct a program review to determine where these practices and strategies best fit into the program curriculum to ensure all candidates have access. Integrate these practices and strategies into the program curriculum and clinical experiences and supports, including direct instruction, practice, and assessment.
- Explore additional ways to integrate instructional practices that meet the needs of students with disabilities and ELLs into the summer institute and First Eight Week learning opportunities.

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| 1.7 Rhode Island Educational Expectations | Approaching Expectations |
| RI Initiatives are not fully addressed in the program curriculum sufficient to prepare all candidates to meet the expectations of this component. | |

Evidence:

- Candidates begin the program in a summer institute that takes place in a state other than Rhode Island, which does not include a focus on educational issues and policies specific to RI. Candidates are introduced to Rhode Island initiatives and policies during the First Eight Weeks



orientation to Rhode Island schools. This introduction focuses on Rhode Island standardized testing, the Rhode Island educator evaluation model, and issues of cultural competence and data literacy.

- Candidates are provided additional support to develop an understanding of Rhode Island policies through RIC coursework and on an ad hoc basis through coaching support from program faculty and staff and through the contexts and supports of the candidate’s teacher of record school.
- The program did not provide evidence of a systematic integration of key Rhode Island initiatives and policies into the program curriculum that are expected for secondary education and special education teachers such as the Rhode Island Diploma System, multiple pathways in education, programs for English language learners and students with disabilities , and other statewide priorities.
- Candidates and program completers reported varying levels of understanding and familiarity with Rhode Island educational initiatives and that they often seek to learn these through their schools and colleagues.

Recommendations:

- Conduct a review of the program of study to identify additional learning opportunities and supports to ensure all candidates develop an understanding and ability to demonstrate practice consistent with the initiatives and policies. Revise the program of study as necessary.
- Explore additional ways to provide candidates knowledge and understanding of RI-specific initiatives and policies between the conclusion of the summer institute and the start of the teacher of record year. Look for additional ways to integrate and emphasize these into the RIC courses and the professional development sessions that occur during the year.

Standard 2: Clinical Partnerships and Practice

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| 2.1 Clinical Preparation | Meets Expectations |
| The program’s clinical preparation ensures that candidates have sufficient opportunities to develop proficiency in the standards and expectations for secondary grades and special education teachers. | |

Evidence:

- The program clinical experience begins early in the program and continues through program completion. Prior to pre-summer institute, candidates must spend specified hours in PK-12 schools observing practice and reflecting on instruction. During the summer institute, candidates conduct small group lessons over the course of five weeks with students in secondary grades. Candidates complete the remainder of the program as the teacher of record in a Rhode Island public school, while serving on an alternative route teaching certification.
- Based on the program’s focus on meeting the needs of diverse students, their families, and focusing on issues of equity, most, if not all, clinical experiences take place in schools and districts that have a significant number of students from diverse backgrounds.



- The clinical experiences are specifically constructed and implemented to provide candidates support and supervision during the summer institute while preparing them to serve as teachers of records during the upcoming school year. While not specifically a clinical experience, the First Eight Week orientation to Rhode Island schools provides an important support for candidates as they learn about Rhode Island schools and prepare to assume the full responsibility for their classrooms.
- Candidates and program completers reported that their clinical preparation and its design contributed to their readiness to serve as teachers of record on day one and to attain full certification at program completion. The clinical experiences provided them opportunities to build on and apply what they have learned during the program to the needs of their students.
- Some candidates and program completers also reported that they would have benefited from the opportunity to teach whole class sessions during the summer institute, to have more opportunities to teach PK-12 students, and opportunities to observe veteran teachers during summer institute and prior to the teacher of record year. The program should consider these recommendations as it continues to review and revise its program design and clinical experiences to ensure that the summer institute is an authentic learning experience for all program candidates and best prepares candidates for the teacher of record year.
- The program has recently excused some candidates from the program’s First Eight Week orientation program to allow them to participate in school-based orientations if their school’s orientation met the program’s expectations. While the program provided an analysis indicating alignment between the two, this was not evident to the review team. Additionally, candidates who participated in school-based orientation, rather than program-based orientation, reported that they felt less-well prepared than other candidates for the start of the teacher of record year. The program should revisit whether this well-intentioned practice best prepares candidates for their teacher of record placement.

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| 2.2 Impact on Student Learning | Meets Expectations |
| Student learning is a priority of the program. Candidates are expected to demonstrate an impact on student learning throughout their clinical preparation. | |

Evidence:

- The program focus on impact on student learning begins during the summer institute and is clearly communicated through the ‘Culture of Achievement’ and ‘Engagement with Rigorous Content’ rubrics. These rubrics drive candidate focus and progress in the summer institute. Both rubrics communicate the expectation that everything that candidates do as teachers should be based on how well they challenge and support students to learn.
- The focus on impact on student learning continues during the teacher of record year. Candidates are required to monitor their students’ learning at the beginning, middle, and end of the school year. Program clinical faculty work with candidates to analyze this data and plan for any necessary improvements.



- Candidates are trained and required to analyze impact on student learning using standardized assessment data as well as classroom generated data. Candidate review of data at times drills down to the specific instructional objective level.
- Program clinical educators regularly meet with administrators and supervisors from the teacher of record placement to review candidate performance and impact on student learning and as needed work together to support candidates in their development.

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| 2.3 Clinical Partnerships for Preparation | Meets Expectations |
| The program has established mutually beneficial partnerships that share in the support and development of the candidates and the program. | |

Evidence:

- The program identifies its clinical partners as those schools and districts that sign formal partnership agreements to recruit and hire program candidates for teacher of record placements while serving on a Rhode Island alternative route certification. The program reported that it currently has six partnerships ranging from large urban school districts with several participating schools to individual charter schools and mayoral academies.
- The partnership agreement specifies the terms of the partnership including the following responsibilities for the program: provide qualified, well-prepared candidates; provide supervision and other supports; hire and place candidates in appropriate grade and certificate area placements; and work with the program to support candidate development.
- Schools and principals that partner with the program agree to meet with program faculty and staff at least three times during the year to review candidate progress and seek principal feedback on the candidate. The program and principal use elements of the Rhode Island Educator Evaluation system to review progress and determine areas for growth. A positive recommendation from the principal is a requirement for candidates to be recommended for certification and program completion.
- The program reported that it recognizes the importance of effective partners to ensure both effective clinical placements and supportive supervision. As such, the program reported that it has discontinued partnerships when it became apparent that a clinical site was not conducive to training and supporting program candidates.

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| 2.4 Clinical Educators | Meets Expectations |
| The program’s clinical educators are a strength of the program and provide critical coaching, supervision, and support to candidates. | |

Evidence:

- The primary clinical educators for the program are the Managers of Teacher Leadership Development (MTLD). The MTLDs fulfill multiple and equally important roles for the program. As the primary clinical educators, they provide class and school-based supervision and support.



They also work with program staff to design and implement professional development sessions that occur during the year such as the content communities, MTLN nights, and educator summits.

- The program has “normed expectations of the minimal and ideal criteria for an MTLN.” The program provided evidence of how it recruits and hires individuals to fill these roles. The program reports that it typically seeks outstanding alumni who have a demonstrated interest and aptitude in supporting candidate growth and advancing the mission of the program. The program selects several applicants to an interview and performance session from which the successful candidate is selected.
- The program provided evidence that it provides extensive training and support, both locally and nationally, in topics critical to the role of MTLNs. MTLNs are also evaluated on an ongoing and annual basis to ensure appropriate levels of support for program candidates.
- Candidates, program completers, and program staff report that the MTLNs are critical to the success of the program and the candidates. It was evident to the review team that the MTLNs recognize and act on the importance of their role to deliver customized, planned, and just-in-time support for program candidates.

Standard 3: Candidate Quality, Recruitment, and Assessment

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| 3.4 Assessment Throughout Preparation | Meets Expectations |
| The program assessment system has clear criteria, is clearly communicated to candidates, and is fully aligned to the RIPTS and the professional standards for secondary grades and special education teachers. | |

Evidence:

- The program assessment system has three assessment decision points: admissions, recommendation for the teacher of record year, and recommendation for certification. Collectively, the assessment system prioritizes candidate performance to determine progress in the program, the ability for candidates to positively impact student learning, and the ability of candidates to demonstrate competence in the full range, depth, and breadth of the RIPTS and professional standards.
- The program assessment system is clearly communicated to candidates prior to admission to the program and subsequently throughout the program through the national and local TFA website, program materials such as the Corps Member Handbook, and coaching and support workshops and sessions from program faculty and staff.
- The program uses several standards-based and performance-focused assessments and rubrics to support and monitor candidate growth throughout the program. These include the Culture of Achievement, Engagement with Rigorous Content, and Teacher as Leader Comprehensive rubrics and professional practices components of the Rhode Island Educator Evaluation system during the teacher of record year. The RIC courses also have several assessments and rubrics which detail required expectations for candidate knowledge and performance on course-based activities that contribute to candidate growth during and proficiency during the teacher of record year.



- The program provides candidates with consistent and standards-based feedback on their performance throughout the program. This feedback occurs formally, informally, and is based on the needs of the individual candidates. Candidates and program completers reported that feedback was consistent, frequent, and clear.
- The recommendation for the teacher of record year assessment point occurs at the conclusion of the summer institute and prior to the start of the teacher of record year. To progress to the teacher of record year, candidates must pass the state licensure content test for their certification, complete all program on-boarding requirements, be hired by a partner district, complete the summer orientation program, and successfully complete the summer institute.
- While the program previously had not established clear criteria that defined successful completion of the summer institute and the recommendation for teacher of record year, the program reported that it has recently established such criteria. These criteria include minimal ratings on the summer institute rubrics and positive recommendations from summer institute faculty and staff.
- To further support and ensure candidate progress, the program reports that it consults with summer institute staff to identify candidates who complete the summer institute, progress to the teacher of record year, but based on their performance during the summer institute, require an improvement plan prior to the teacher of record year.
- The program should continue to monitor the recommendation for teacher of year assessment point to ensure that the criteria it has selected are appropriate, are based on candidate performance, and produces feedback and supports that lead to candidate progress.

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| 3.5 Recommendation for Certification | Meets Expectations |
| The program assessment system recommends candidates for certification based on clear criteria that ensure candidates demonstrate proficiency on the RIPTS and professional standards. | |

Evidence:

- The recommendation for certification assessment point has several criteria: completion of all RIC coursework with at least a B, a positive recommendation from the candidate’s principal, passing the state licensure teaching and learning exam, receiving a score of at least developing on the professional practices portion of the Rhode Island Educator Evaluation Model, and demonstrating positive impact on student learning over the course of the teacher of record year.
- The program provided evidence that it clearly and regularly communicates these criteria to candidates through workshops, program materials, and coaching and support sessions.
- Candidates are observed twice formally and receive multiple informal observations and coaching sessions during the school year by clinical faculty to assess candidate performance on the professional practices rubric and to provide feedback on performance and areas for future growth.



- Program and clinical faculty meet regularly to review candidate performance, to identify areas for growth, and to ensure consistent feedback and assessment practices. Candidates who do not meet the criteria for recommendation for certification are required to complete an additional teacher of record year including coaching and supervision from clinical faculty.

Standard 4: Program Impact

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| 4.1 Evaluation Outcomes | Approaching Expectations |
| The program produces effective educators and seeks employer feedback for program improvement. | |

Evidence:

- The program reported that it conducts a biannual survey of program completer employers on a range of issues including candidate performance, impact, and achievement. The program also reports that a significant and informal means of data collection from program completer employers is from regular contact between the clinical faculty and the school principals.
- The program reported that employers for program completers had a 100% response rate to the most recent survey and positively rated program candidates and completers as individuals they would recommend hiring while also providing specific areas for improvement such as increased candidate support in a specific school.
- The Educator Preparation Index data revealed that the aggregate performance of RIC/TFA program completers is comparable to the aggregate performance distribution for all recent completers in Rhode Island schools. The program provided evidence that it has reviewed and conducted analysis on performance data from the Index and is using this analysis for program evaluation and improvement.

Recommendations:

- Implement an annual employer survey, consistent with the expectations of this component, and one that yields actionable information for program improvement.
- Work with your partners and stakeholders to identify additional sources of formal and informal feedback in addition to surveys on candidate and program performance to guide program improvement efforts.

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| 4.2 Employment Outcomes | Meets Expectations |
| The program regularly collects information from recent program completers and uses this feedback for program improvement. | |

Evidence:

- The program provided evidence that it surveys current candidates as well as program completers in the second year of the program three times during the school year. These surveys focus on candidate performance, support, and the general culture of the program. There are also open-ended questions to allow for general feedback.



- The program also provided evidence that it annually also surveys program alumni, those who have completed TFA in Rhode Island as well as those who have completed TFA in other states but now reside in RI.
- The program reported that recent response rates have been 90% for current candidates and year two program completers and 60% for TFA alumni. The program also provided specific program improvements that have been made in response to the surveys including restructuring meeting focus areas, structures, and schedules.

Rhode Island College/Teach for America Component Findings and Recommendations

Standard 3: Candidate Quality, Recruitment, and Assessment

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| 3.1 Diversity of Candidates | Meets Expectations |
| The provider recruits, admits, and supports high quality candidates who reflect the diversity of Rhode Island’s PK-12 students. | |

Evidence:

- Recruitment for RIC/TFA is conducted as part of the national recruitment effort by the national TFA program. TFA has committed extensive resources to candidate recruitment as part of its organizational approach to identifying, recruiting, and selecting candidates who meet the expectations of the program in the areas of diversity, candidate quality, and candidate dispositions.
- TFA identified diversity as one of its core values. RIC/TFA and their programs continue this emphasis. The program design, learning experiences, and culture of the programs prioritize capitalizing on the diversity of its candidates, their varied backgrounds, and how collectively the candidates and the programs can serve the needs of PK-12 students and their schools.
- The TFA recruitment process targets high-quality candidates who are committed to its mission and who are likely to succeed in diverse, high-needs schools. RIC/TFA’s RI-specific admission requirements exceed both the national and RIDE requirements for minimal GPA. Approximately 30 percent of the current candidate cohort identifies themselves as being from diverse backgrounds. Recent cohorts have meet or exceeded this level of diversity.
- While TFA conducts the recruitment process nationally, RIC/TFA should look for additional opportunities to advance recruitment within Rhode Island as another means to support retention of program completers in Rhode Island schools.

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| 3.2 Response to Employment Needs | Meets Expectations |
| The provider works closely and proactively with its partners to understand and be responsive to their employment needs, including hard to staff schools and shortage areas. | |

Evidence:



- RIC/TFA is specifically designed to both meet the employment needs of its partners and prepare candidates for hard to staff schools and shortage areas. Building off its commitment to diversity, equity, and meeting the needs of students and schools, the program has established partnerships with school and district employers who are in need of and would benefit from candidates committed to the TFA mission.
- The provider’s program offerings of secondary mathematics, science, and secondary special education are all identified as shortage areas, which further demonstrate the provider’s commitment to meeting the employment needs of its partners. The provider’s additional programs, secondary English and elementary education, while not shortage areas, produce candidates who are hired into traditionally hard-to-staff, high-poverty schools.
- RIC/TFA provided evidence that it regularly consults with its partners to identify their needs and supports both the employer and candidates to develop mutually beneficial placement matches. Evidence was also provided to the review team that in some instances RIC/TFA has discontinued employment partnerships that were not deemed to be ideal placements for program candidates, thus further demonstrating the provider’s commitment to the employment needs of its partners as well as its candidates.

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| 3.3 Admissions Standards for Academic Achievement and Ability | Meets Expectations |
| The provider admission requirements exceed those of the state of Rhode Island and are applied consistently across all prospective candidates. | |

Evidence:

- The provider has two specific admission requirements for prospective candidates: completion of a bachelor’s degree in a specified content area and a minimum 3.0 GPA in undergraduate coursework. As specified by the Rhode Island Department of Education alternative route certification requirements, only candidates who meet these criteria are eligible for admission to the programs.
- Beyond the degree and GPA requirements, TFA, which conducts the recruitment process nationally, has extensive additional criteria that “are not a checklist of requirements but rather a process that attempts to calibrate an applicant’s strengths in a variety of domains that are crucial to success” in the program and in target schools. TFA seeks candidates who demonstrate leadership, perseverance, and respect for diversity, among others.
- TFA has established and conducts an annual admissions and interview process through which prospective candidates who meet the degree and GPA requirements are then further considered for their alignment to TFA mission, culture, and expected individual dispositions. The interview process includes pre-interview activities, discussions, and sample lessons.

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| 3.6 Additional Selectivity Criteria | Meets Expectations |
| The provider has established a set of research, and practice-based professional dispositions and additional selectivity criteria and integrates these into the assessment system. | |

Evidence:



- TFA has established, as a signature component of its program, specific criteria that it has identified as essential for candidates to possess to succeed in the program and to effectively serve students in diverse and high needs schools. Already referenced above, these include leadership, perseverance, and respect for diversity.
- TFA reports that it has worked for more than 25 years to develop and hone this list of dispositions and additional selectivity criteria and that it continually monitors its most effective candidates to ensure that the traits it identifies and values are those most important to candidate success.
- The professional dispositions and additional selectively criteria are incorporated into the candidate assessment system to monitor and assess performance in these areas. Candidates are only admitted into the program if they demonstrate the expected dispositions. Candidates continue to be assessed throughout the program on their alignment to these dispositions including the summer institute, the teacher of record year, through individual coaching sessions, and the RIC courses as well as program assessment instruments.

Standard 5: Program Quality and Improvement

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| 5.1 Collection of Data to Evaluate Program Quality | Meets Expectations |
| The provider and its programs systematically collect data from a variety of sources for the purposes of program improvement. | |

Evidence:

- The provider recognizes the importance of data for program improvement purposes and has established multiple processes, both formal and informal, to collect data in an ongoing basis.
- Program candidates are surveyed three times during the teacher of record year to determine their status, level of achievement, and feedback for improvement. Partner principals are surveyed on a biannual basis and program alumni are surveyed annually.
- The provider conducts annual meetings with principals to seek their feedback on program and candidate performance. After each professional development and coaching event, a ‘step-back’ among RI TFA faculty and staff is conducted to review, reflect, and plan for possible improvements. Provider faculty and staff also meet weekly to review program and candidate performance and identify possible areas for improvement.
- The program assessment systems, specifically the standards-based observation instruments and rubrics, provide rich sources of data that detail candidate performance and potential areas of need. PK-12 student learning data is another source that is used by the provider and its program to monitor candidate performance and areas for improvement. The provider also uses the Rhode Island Educator Preparation Index to seek and compare information on candidate performance.
- The provider and programs should consider additional ways to collect information, beyond surveys, from the partner principals and schools that could yield actionable information for improvement.

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| 5.2 Analysis and Use of Data for Continuous Improvement | Meets Expectations |
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The provider and its program systematically analyze and use data to guide program improvement.

Evidence:

- The data collection process described above includes processes and systems to analyze the data and identify improvement actions that should be taken based on the data. At the national level, TFA analyzes data on its recruitment and admissions process as well as candidate surveys. At the local level, RIC/TFA analyzes data from assessments, professional development and coaching events, the alumni survey, and weekly meetings.
- RIC/TFA provided evidence of specific changes that have been made to the programs in recent years based on the collection and analysis of data. These changes include hiring an MTLT with expertise in ELL support, changing the focus of community content groups, reorganizing cohort meetings, providing candidates with options for the First Eight Weeks, and seeking additional ways to involve alumni in the life of the programs.

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| 5.3 Reporting and Sharing of Data | Meets Expectations |
| The provider publicly reports and widely shares program and candidate data including the Educator Preparation Index. | |

Evidence:

- The provider meets all RIDE reporting requirements for program and candidate performance. RIC/TFA supplements the Educator Preparation Index with additional information and context for interested parties.
- As part of a national network, RIC/TFA publishes reports on the impact of TFA-RI and maintains a local website with information about the program and program candidates.
- The provider reports that when it seeks to develop new partnerships with employers that it presents a variety of information about the program, its candidates, and their impact on students and classrooms across the state.
- The provider should look for ways to connect the Educator Preparation Index to the local TFA-RI website to provide this information to potential candidates, partners, and other stakeholders.

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| 5.4 Stakeholder Engagement | Meets Expectations |
| The provider and its program regularly engage with its stakeholders in two-way conversation to review program performance and plan for improvement. | |

Evidence:

- The provider identifies its stakeholders and partners as its candidates, their employers, alumni, their faculty and staff, RIC faculty and staff, central office personnel in hiring districts, and various community members and groups who the provider reaches out to learn of their work and to share their program’s stories for mutual benefit.



- The provider reports that it engages with its stakeholders in a variety of ways including through surveys, meetings, reports and other forms of data-sharing and personal interactions. The interactions with stakeholders occur across a range of formal, informal, scheduled, intermittent, and stand-alone events.
- The provider and its program reported and provided corroborating evidence that its interactions with its stakeholders are meaningful, are focused on program improvement, and often lead to specific improvements and changes in practice and the programs.
- One group of stakeholders that appeared underutilized is the faculty and staff of Rhode Island College. While the elementary program and its RIC partners work in concert together, it is not clear that the same collaboration occurs between the secondary and special education programs and RIC faculty as well as leadership of the Feinstein School of Education and Human Development. Further effort to expand this relationship could be an additional source of program improvement, innovation, and responses to some of the RI-specific recommendations contained in this report. The provider recognizes areas for improvement to strengthen the RIC/TFA partnership and should act on this recognition.

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| 5.5 Diversity and Quality of Faculty | Approaching Expectations |
| The provider ensures that candidates are prepared by a qualified faculty who reflect some of the diversity of Rhode Island students and their schools. | |

Evidence:

- RIC/TFA faculty includes several individuals each with different responsibilities who collectively contribute to the support and preparation of program candidates. Corps Member Advisors (CMA) serve as the summer institute primary faculty, instructors, and supervisors. The summer institute also includes content specialists who provide content-specific support to candidates during lesson design and instruction. TFA staff members—including the directors, the MTLDs, and content specialist—provide organizational leadership and support as well as coaching, supervision, and instructional support. RIC faculty provide instruction, and in some cases, supervision, for program candidates.
- Collectively, the entire RIC/TFA faculty is qualified for their roles and provides critical support, guidance, leadership, and inspiration for and to program candidates. Candidates are asked to take on many challenges and learn many pedagogical strategies in a relatively short amount of time. Candidates report that the faculty and staff are critical supports to them as they work to meet these challenges and serve as effective teachers during the teacher of record year and beyond.
- TFA faculty and staff engage in ongoing evaluation and professional development to ensure that they are current in their fields and are best prepared to meet the needs of program candidates. While Rhode Island College faculty are evaluated as part of the college evaluation system, it was not clear how this information was used to ensure these faculty members are current and fully prepared for their roles in the RIC/TFA programs.
- The provider reported that it recognizes the importance of a diverse faculty and that a national and local priority is to ensure that candidates are prepared by faculty members who reflect a range of diversity. The provider also recognized that the current faculty does not meet this



expectation while providing evidence that previous faculty cohorts were representative of greater diversity.

- While the provider reported that the current faculty includes members from various groups, this diversity is not reflective of the diversity of Rhode Island and its students and schools.

Recommendations:

- Work with national and local partners to identify additional strategies to recruit additional faculty from diverse backgrounds, including working with the employer partners.
- Work with Rhode Island College to integrate Rhode Island College faculty evaluation information into the program improvement process for the RIC/TFA partnership.

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| 5.6 Other Resources | Meets Expectations |
| The provider works to ensure it has sufficient resources to deliver quality programs. | |

Evidence:

- TFA-RI leadership reports that, as a non-profit, it is required to fundraise to ensure the health and success of its programs. The provider reported that it has raised annually over a million dollars that is used to support the program, program candidates, program infrastructure, and to strengthen the sustainability of RIC/TFA.
- The provider, its programs, and its candidates report that RIC/TFA has sufficient resources to conduct operations, to support candidates, and conduct the program improvement process. The provider has used its resources effectively to make recent personnel and programmatic changes that were based on data, the needs of the programs, and its candidates. The provider has high expectations for program performance and ensures that it has sufficient resources to implement programs that meet these expectations.



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 that 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 |
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| 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 |



Appendix C: Glossary

Candidate: A person who is currently enrolled in educator preparation program; student

Clinical educator: A PK-12 educator who oversees a candidate's clinical experiences; clinical educator or mentor teacher

Clinical experience: A series of supervised field experiences (including student teaching) within a PreK-12 setting that occur as a sequenced, integral part of the preparation program prior to the candidate

Clinical partner: District, charter, or private school where a candidate is placed during clinical experiences

Clinical supervisor: A provider staff member responsible for oversight of practicum, student teaching, and/or internship; university supervisor

Completer: A person who has successfully finished an educator preparation program; alumnus; graduate

Component: Defines a distinct aspect of standard

Program approval: State authorization of an educator preparation program to endorse program completers prepared in Rhode Island for educator licensure in Rhode Island

Program classification: Denotes the quality of a specific certificate area or grade span preparation program based on the performance of program-level components; may be Approval with Distinction, Full Approval, Approval with Conditions, Low Performing, or Non-Renewal

Program completer: See *Completer*

Program: A state-approved sequence of courses and experiences that, if completed, meets preparation requirements for certification in Rhode Island

Provider approval term: The length of time for which the provider's programs will continue to have approval as determined by the review team based on program classifications and provider-level components; varies from non-renewal to seven years

Reviewer: A person identified by RIDE as someone with the necessary knowledge, experience, training and dispositions required to evaluate evidence of how programs meet criteria

Rhode Island Professional Teaching Standards (RIPTS): Content standards approved by the Board of Regents in 2007 that outline what every teacher should know and be able to do

Rhode Island Standards for Educational Leadership (RISEL): Content standards approved by the Board of Regents in 2008 that outline the knowledge, skills, and dispositions for educators who assume leadership responsibilities

Rhode Island Standards for Educator Preparation: A set of five standards developed by RIDE in collaboration with Rhode Island PK-12 educators and educator preparation faculty that communicate expectations for what constitutes high-quality educator preparation in Rhode Island