



**PREP-RI** Rhode Island  
Department  
of Education

# Review Team Performance Report

Salve Regina University

February 27 to March 2, 2022



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## Performance Review of Educator Preparation - Rhode Island

The Rhode Island Department of Education (RIDE) believes that strong educators are crucial for ensuring that all Rhode Island students are college and career-ready upon graduating from high school. To that end, it is RIDE's expectation that every educator who completes a 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 improve systematically program and provider quality. The Rhode Island Standards for Educator Preparation (Appendix A) articulate the expectations for program and provider performance as well as the expectations for continuous improvement.

As part of the PREP-RI process, a team of independent reviewers evaluates 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 term<sup>1</sup>. 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](#).

The PREP-RI visit to Salve Regina University was delayed due to the COVID-19 pandemic. Given concerns related to travel during planning for the PREP-RI visit, the composition of the team is atypical. The team included limited representation from educator preparation faculty from out-of-state and instead relied heavily on in-state PK-12 educators and RIDE staff. Salve Regina University agreed to this atypical team composition given the challenges of the pandemic.

### 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-level performance ratings for the programs and provider. The program classifications are based on

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



program-level components. Program classifications 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 the provider and program must address prior to the next PREP-RI review.

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 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. Before the next PREP-RI visit, Salve Regina University must take action to address issues of performance related to all components rated as Approaching Expectations or Does Not Meet Expectations.

### 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

Salve Regina University has been an approved educator preparation provider since 1979. The educator preparation provider, Salve Regina University (SRU), offers RIDE-approved teacher preparation programs in Early Childhood, Elementary, Elementary Special Education, Secondary Grades, and All Grades that lead to teacher certification in the state of Rhode Island. The programs have core courses that include candidates from each program due to the small nature of the programs and cohort sizes. Each program also includes some program-specific courses as well as practicum and student teaching experiences.

SRU has created a tight-knit community of candidates, faculty, and alumni of the education programs. The program's small cohorts enable faculty to develop strong relationships with candidates enrolled in the program. As a result, program faculty, current students, program completers, and clinical educators consistently praised SRU for its support for candidates. Candidates engage in clinical experience early in programming allowing authentic classroom experiences throughout the duration of the program.

The tables on the following pages list the programs and courses of study reviewed during this visit. The PREP-RI team did not rate Component 1.7 because RIDE did not provide explicit guidance to preparation programs related to RI Initiatives during the COVID-19 pandemic. However, the report includes evidence and recommendations related to Component 1.7

The feedback on the following pages is provided to support programmatic improvement in curriculum, assessment system, continuous improvement processes, and student and faculty diversity efforts to ensure all candidates are ready on Day 1 of teaching. To that end, SRU leadership has begun to allocate resources toward a commitment to diversifying SRU faculty and student body. This work is at the nascent stage, and the review team encourages SRU to continue pursuing this work.



### Teacher Certification Programs

Certification Program	Undergraduate
Early Childhood	Bachelor of Science in Early Childhood Education
Elementary Education	Bachelor of Science in Elementary Education Bachelor of Science in Elementary and Special Education
Secondary Grades	Bachelor of Arts and Science in Secondary Education (Biology) Bachelor of Arts and Science. in Secondary Education (Chemistry) Bachelor of Arts and Science in Secondary Education (English) Bachelor of Arts and Science in Secondary Education (Mathematics) Bachelor of Arts and Science in Secondary Education (History)
All Grades	Bachelor of Arts and Science in Secondary Education (Music) Bachelor of Arts and Science in Secondary Education (World Languages)

The review team conducted the review from February 27, 2022, to March 2, 2022. Review team members were:

- William Barrass, Social Studies Teacher at Barrington Public Schools
- Becca Boswell, Dean at Blackstone Valley Prep Charter School
- Margarita Dempsey, World Language Teacher at Smithfield Public Schools
- Janita Ducharme, Music Teacher at Barrington Public Schools
- Erin Escher, Science and Technology Specialist at the Rhode Island Department of Education
- Dr. Beverley Cush Evans, Associate Professor of Special Education at Lesley University
- Peyton Powers, Policy Fellow at the Rhode Island Department of Education
- Patricia Pora, Comprehensive Literacy Fellow, Rhode Island Department of Education
- Maria Santonastaso, Kindergarten Teacher at Cranston Public Schools
- Ammar Zia, Director of Teaching and Learning, Trinity Academy for the Performing Arts

Lisa Foehr, Joy Souza, and Clayton Ross represented RIDE. Lauren Matlach, a consultant, 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
Early Childhood	Approved with Conditions
Elementary Education and Elementary Special Education	Approved with Conditions
Secondary Grades	Approved with Conditions
All Grades	Approved with Conditions

### Provider Approval Term

*Indicates the overall quality of the educator preparation provider based on the classifications for each of the provider’s programs and based on evidence-based ratings for each provider-level component*

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

<b>Provider</b>	Salve Regina University
<b>Approval Term</b>	Four Years
<b>Conditions</b>	
<ul style="list-style-type: none"> <li>▪ By March 2023, Salve Regina University must report to RIDE how it will ensure candidates receive consistent advising to ensure that they take coursework in all areas of social studies, not just history. By June 2023, Salve Regina University will develop and submit a plan for ensuring that candidates are prepared to teach the full range of social studies content.</li> <li>▪ By June 2023, the provider must revise its processes and procedures for recruiting, selecting, training, and evaluating clinical educators and clinical supervisors. The revised process must ensure clinical educators and supervisors are highly effective in their practice and hold appropriate certifications. The processes must include calibration exercises and must ensure that clinical educators and supervisors are prepared to work with adult learners, provide coaching to candidates, and provide feedback to candidates.</li> <li>▪ Salve Regina University education department leadership must engage in annual check-ins with RIDE leadership to provide updates on how the college, provider, and its programs have taken action to ensure that programs capitalize on the diversity of candidates and provide a welcoming and supportive experience to candidates.</li> </ul>	



## 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. Asterisks indicate provider level components.

### 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	Early Childhood	Elementary Education & Elementary Special Education	Secondary	All Grades
1.1 Knowledge, Skills, and Professional Dispositions	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations
1.2 Knowledge of Content and Content Pedagogy	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations
1.3 Standards-Driven Instruction	Meets Expectations	Approaching Expectations	Approaching Expectations	Meets Expectations
1.4 Data-Driven Instruction	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations
1.5 Technology	Meets Expectations	Approaching Expectations	Meets Expectations	Meets Expectations
1.6 Equity	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations
1.7 Rhode Island Educational Expectations	No Rating*	No Rating*	No Rating*	No Rating*

\*RIDE acknowledges that it did not update its list of RI initiatives for preparation programs during the pandemic. As a result, the review team did not assign ratings for Component 1.7. However, the team provides feedback related to 1.7 in the report.





**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	Early Childhood	Elementary Education & Elementary Special Education	Secondary	All Grades
2.1 Clinical Preparation	Approaching Expectations	Meets Expectations	Meets Expectations	Meets Expectations
2.2 Impact on Student Learning	Meets Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations
2.3 Clinical Partnerships for Preparation	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations
2.4 Clinical Educators	Does Not Meet Expectations	Does Not Meet Expectations	Does Not Meet Expectations	Does Not Meet 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, 3.3, and 3.6 are rated at the provider, not the program-level.)*

Component	Early Childhood	Elementary Education & Elementary Special Education	Secondary	All Grades
3.1 Diversity of Candidates*	Does Not Meet Expectations			
3.2 Response to Employment Needs*	Approaching Expectations			
3.3 Admission Standards for	Approaching Expectations			



Academic Achievement and Ability*				
3.4 Assessment Throughout Preparation	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations
3.5 Recommendation for Certification	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations
3.6 Additional Selectivity Criteria	Approaching 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.*

Teacher Certification Area Programs	Early Childhood	Elementary Education & Elementary Special Education	Secondary	All Grades
4.1 Evaluation Outcomes	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations
4.2 Employment Outcomes	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching 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 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.)*

Teacher Certification Area Programs	Early Childhood	Elementary Education & Elementary Special Education	Secondary	All Grades



5.1 Collection of Data to Evaluate Program Quality	Approaching Expectations
5.2 Analysis and Use of Data for Continuous Improvement	Does Not Meet Expectations
5.3 Reporting and Sharing of Data	Approaching Expectations
5.4 Stakeholder Engagement	Does Not Meet Expectations
5.5 Diversity and Quality of Faculty	Does Not Meet Expectations
5.6 Other Resources	Approaching Expectations

## Teacher Certificate Areas: Findings and Recommendations

### Early Childhood Education Program

The Early Childhood Education Program is an undergraduate level program leading to a Bachelor of Science degree in Early Childhood Education. The program consists of 21 required courses, which includes seven field experiences and one semester of student teaching.

### Standard 1: Professional Knowledge

1.1 Knowledge, Skills, and Professional Dispositions	Approaching Expectations
The program aligns to the Rhode Island Professional Teaching Standards (RIPTS). Candidates experience a consistent curriculum and have the opportunity to develop proficiency in most but not all RIPTS.	

- The program uses a cohort model. Candidates experience a consistent curriculum that provides comparable learning opportunities to meet professional standards.
- The program provides candidates with opportunities to develop proficiency in the knowledge, skills, and professional dispositions encompassed in most, but not all, of the RIPTS. The program provided a crosswalk that identified which courses address each RIPTS, but the program addresses RIPTS at varying depth.
- Program leadership reported that “the RIPTS serve as the framework used to guide candidates’ development towards proficiency.” Candidates must complete a RIPTS self-assessment. Other key assessments, including the Completion of Methods Presentation, Prior to Licensure Rubric for Defense Interview, Student Teaching Weekly Report, and Teacher Candidate End of Placement Evaluation include questions related to the RIPTS or are mapped to the RIPTS.



- Reviewers noted that the program prepares candidates well to maintain professional standards (Standard 11). Based on discussions with candidates, cooperating educators, and SRU faculty, it was clear that candidates demonstrate respect, professionalism, and responsibility in their work.
- Work samples, course syllabi, and candidate interviews highlighted a need for more candidate support related to student development in critical thinking and problem solving (Standard 5), developing relationships with students and their families to support learning (7.2), and using assessment data to determine the impact of instruction on learning, to provide feedback, and to plan future instruction (Standard 9). In particular, candidates need additional support to do the following: identify and consider student and contextual variables that may influence performance (9.2); systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report individual and group achievement (9.3); and maintain records of student learning and communicate student progress with students, parents/guardians, and other colleagues (9.6).

#### Recommendations

- Provide more opportunities in coursework and field experiences to apply components of RIPTS, specifically critical thinking (Standard 5), developing relationships with families in communities to advance student learning (Standard 7) and triangulating student data to make instructional decisions (Standard 9).

1.2 Knowledge of Content and Content Pedagogy	Approaching Expectations
<p>The program curriculum aligns partially to the Professional Standards and Competencies for Early Childhood Educators from the National Association for the Education of Young Children (NAEYC) standards. Candidates develop proficiency in most but not all of the knowledge and skills encompassed in the NAEYC standards.</p>	

- Required candidate coursework includes multiple methods courses and field experiences in early literacy. Courses include a one-credit phonics course, a three-credit children’s literature course, a field experience in language and literacy, and a three-credit course on working with young children with language and literacy challenges. However, course syllabi did not consistently align with best practices and the science of reading.
- The program provided a crosswalk demonstrating alignment between coursework and the NAEYC standards. However, program emphasis on the standards is uneven.
- As with the RIPTS, candidates knew of the NAEYC standards. Candidates align their lessons to the NAEYC standards and track how they have addressed the NAEYC standards in their coursework.
- The review team noted candidates are well-prepared in child development and learning in context (Standard 1) and professionalism as an early childhood educator (Standard 6).
- The program does not sufficiently address family-teacher partnerships and community connections (Standard 2) and in the knowledge, application, and integration of academic content (Standard 5).
- Beginning in 2022-23, Salve Regina University will offer an approved dual certification program in Early Childhood and Early Childhood Special Education. It will be essential that the program



review the findings of the elementary program, particularly related to 1.2, to ensure candidates receive preparation in the full range of CEC standards.

Recommendations

- Review and redesign coursework to provide more opportunities for the hands-on application of academic content.
- Review required literacy courses, specifically EDC 206, EDC 243, ELC 310, SED 370, to ensure courses reflect the science of reading and structured literacy.

1.3 Standards-Driven Instruction	Meets Expectations
The program provides candidates with a deep understanding of student standards. The program provides candidates multiple opportunities to develop proficiency in developing, implementing, and assessing standards-based lessons.	

- The program establishes a sequence of course work in which candidates develop awareness of student standards, implement student standards, and develop competency with student standards. Candidates are introduced to the Rhode Island Early Learning and Development Standards (RIELDS) in ELC 100: Introduction to Early Childhood. Candidates examine and begin to unpack the Rhode Island Core Standards in ELC 220: Child Development and Theories of Learning and continue to develop proficiency throughout student teaching experience.
- The program reports that candidates develop a deep understanding of RI student learning standards and demonstrate their ability to design, implement, and assess learning experiences aligned with the standards. Candidates engage with the RIELDS during their sophomore year and lesson-planning, reflections, and impact projects during their junior and senior years.
- The review team found that candidates are well-prepared to design and implement lessons aligned to content standards. Candidate work products, lesson plans, projects, assessments, and portfolios, showed consistent application and use of student learning standards that increased as candidates progressed in the program.

1.4 Data-Driven Instruction	Approaching Expectations
Candidates develop basic skills in using data to evaluate and modify instructional practice.	

- Candidates encounter data driven instruction early in the program, which continues throughout the Early Childhood methods courses. Coursework and key assessments utilize the SRU lesson plan template and candidates are assessed on the alignment of course objectives and formative and summative assessments.
- Candidates are required to implement formal and informal assessments in methods courses. The SRU lesson plan includes standards and asks candidates to describe how they will assess student learning based on the lesson objective.
- Candidates take ELC 314: Authentic Assessment during the spring of their junior year. The course is designed to support candidates in using standardized and teacher-created tools to



design student learning outcomes. Candidates create an assessment portfolio in ELC 314 that includes a variety of assessment tools.

- Candidates collect data to develop and implement instructional interventions as a key assessment in SED 225: Language Development and Communication Skills for Children with Disabilities. Students also learn to use ACCESS data to identify levels of English language proficiency across domains.
- In SED 211: Introduction to the Characteristics of Exceptional Children candidates participate in activities and analyze case studies to determine practical application of accommodations and modification using Differentiated Instruction and Universal Design for Learning. One SED 211 class is devoted to assessment.
- The student impact project is a key assessment for ELC 431/432 Student Teaching at the Early Childhood Level. The Impact Project requires candidates to identify an instructional need using baseline student data. Candidates are asked to research relevant strategies to address the need and report findings and analysis. While candidates generally understood the importance of formative and summative assessment in data-based decision making, the review team noted that candidates had difficulty recalling research-based interventions.

Recommendations

- Provide more opportunity for candidates to use diagnostic assessment to evaluate student learning, implement evidence-based interventions, and develop a system for progress monitoring and analysis of student outcomes to allow for continuous improvement.
- Provide additional explicit instruction, practice, and assessment in how to modify instruction and practice based on the analysis of a variety of data. Increase the knowledge and use of appropriate research-based interventions as it relates to student’s needs in areas identified through both formative and summative assessment.

1.5 Technology	Meets Expectations
The program integrates instruction about technology and digital age learning experiences throughout the program.	

- The reviewers found evidence that candidates learn to use technology to support student learning and model digital age work. There were courses and examples of how candidates’ use of technology was assessed. The key assessment for SED 225: Language Development and Communication Skills for Children with Disabilities requires candidates to use pictorial software to develop instructional intervention tool(s).
- Candidates reported that new technology was shared across the program and the small cohort model made this sharing a valuable and collaborative process. Faculty were timely in facilitating the sharing of new technology and indicated that students often informed the faculty of technology related instructional materials or approaches.



1.6 Equity	Approaching Expectations
Candidates have multiple opportunities throughout the program to learn about and reflect on issues of diversity, bias, equity, and social justice. However, candidates develop only basic strategies for working with students with disabilities and English language learners.	

- Issues of diversity, bias, equity, and social justice are integrated throughout courses and candidates are required to complete projects, assessments, and create lessons based on their developing knowledge. Candidates reported reflecting on their biases and developing an awareness of their worldviews throughout the program. Issues of diversity and equity are addressed in various courses: ELC 298/9: Tutoring and Mentoring in a Multicultural Society I & II, SED 211: Introduction to the Characteristics of Students with Exceptionalities, SED 370: Working with Young Children with Language and Literacy Challenges, and SED 380: Strategies for Young Children with Diverse Learning Needs.
- Key assessments for Early Childhood methods courses require candidates to develop lesson plans which include strategies for supporting diverse learners and multilingual learners. Early Childhood candidates also take two American Sign Language courses during the program.
- Reviewers saw more evidence of working with families in Early Childhood programming than in other programs.

Recommendations

- Evidence-based strategies for working with diverse populations (MLL, students with disabilities) were directly addressed in the courses mentioned above but could be embedded within all coursework to promote application and transferability of these skills.
- Although reviewers saw some evidence of candidates working with families, the program should provide students with the opportunity to develop effective strategies in working with diverse families and communities. Building an application component into coursework or clinical experiences can enable teaching candidates to actively engage diverse families and community members.

1.7 Rhode Island Educational Expectations	No Rating
The program provides opportunities for candidates to learn about and become proficient in important Rhode Island educational initiatives.	

- The PREP-RI team did not rate Component 1.7 because RIDE did not provide explicit guidance to preparation programs related to RI Initiatives during the COVID-19 pandemic. However, the report includes recommendations related to Component 1.7

Recommendations

- Incorporate more explicit focus on the science of reading and structured literacy in programming to support candidates in meeting the proficiency requirements of the Right to Read Act.
- As Rhode Island schools and districts adopt high quality curriculum in accordance with curriculum legislation that passed in 2019, it is imperative to prepare teachers to deeply understand content standards and how to be skillful users of high-quality curriculum materials



(HQIM). A shift to using protocols and practices for unpacking units and lessons versus creating units and lessons from scratch is recommended.

### Standard 2: Clinical Partnerships and Practice

2.1 Clinical Preparation	Approaching Expectations
Candidates’ clinical preparation is coherent and links theory to practice. Clinical experiences provide most candidates with a range of experiences, but candidates experience insufficient time in Pre-K programs.	

- Student teaching experience is of sufficient duration. Clinical experiences begin as early as freshman year and continue throughout the program. The program reported that candidates complete between 134 and 140 hours of field experience prior to a 16-week student teaching experience. In ELC 298 and ELC 299 candidates spend approximately 10-12 hours each semester (20-24 hours total) in preschool classrooms conducting observations as well as some tutoring and mentoring.
- Candidates have multiple school placements and the opportunity to work in a range of grades and environments. For example, in ELC 311: Early Childhood Methods candidates implement Math, Science, and Social Studies standards in an urban setting for 90 minutes each week for 8-10 weeks.
- The practicum experiences align intentionally to specific courses and serve as field settings to observe, implement, and practice skills, strategies and assessments featured in courses.
- Per the student teaching handbook, the program expects candidates to gradually assume increasing classroom responsibilities over the course of the student teaching experience. This includes adding more subject areas into planning requirements, assuming half of teaching responsibilities for three weeks and then full teaching responsibility for an additional three weeks at the end of the student teaching placement.

#### Recommendations

- Provide additional clinical opportunities for candidates to more actively engage in pre-school classroom settings so they experience the range of early childhood grades within the early childhood certification areas (PK-2).
- Candidates should assume full responsibilities for more than three weeks to be fully prepared for what is expected of educators to be ready on day 1.

2.2 Impact on Student Learning	Meets Expectations
Student learning is a priority of the program. The program ensures that candidates design, implement, and assess instruction based on student learning needs throughout clinical experiences.	

- Candidates have multiple opportunities during their clinical experiences to demonstrate student learning. Candidates design standards-aligned lessons which include formative and summative assessments during methods courses. As part of methods coursework, candidates analyze





student assessment data to inform future planning and lessons at their practicum or student teaching placements.

- The Student Impact Project is the primary method across all programs that candidates use to demonstrate positive impact on learning during their clinical experience.
- Lesson plan templates and candidate and completer work samples reflect regular use of assessments to inform student learning and differentiate instruction.

2.3 Clinical Partnerships for Preparation	Approaching Expectations
The program has several formal and informal partnerships but does not track and analyze data for agreed upon measures of partnership effectiveness.	

- Reviewers noted that the clinical partner interviews expressed general satisfaction with the existing partnership with Salve and cited Salve’s efforts to understand the value or role of community in education programming. Clinical partners also detailed ways that Salve could expand and strengthen partnerships to increase the mutual benefit to schools and districts. These included having candidates more involved in out-of-school events and programs, earlier involvement prior to student teaching and sitting in on various planning meetings (candidates participating in special education planning meetings was cited as an example of mutual benefit for the candidate and the district).
- There are common assessments for evaluating observations and providing feedback across programs.
- Clinical partners expressed positive feedback regarding the preparedness of candidates and communication with Salve, even indicating that they are very interested in hiring Salve completers who might choose to stay in RI.
- Salve leadership reported that the department has signed on to and is planning to use the State-Recognized Partnership Agreement. Current Partnership agreements list the mutual responsibilities but does not describe mutual benefit of the partnership nor was it clear to reviewers during interviews that partnerships track and analyze data for agreed upon measures of partnership effectiveness.

Recommendations

- Salve should establish clinical partnerships that include agreed upon measures of the partnership effectiveness and create annual processes for collaboratively evaluating the data to inform continuous improvement of the partnership.

2.4 Clinical Educators	Does Not Meet Expectations
The recruitment and selection of clinical educators relies heavily on informal relationships and lacks clearly utilized criteria.	

- Partnership Agreements between Salve and RI school districts provide criteria for the selection of clinical educators and describe the roles and responsibilities of the Salve and the partner



district. However, reviewers did not see evidence that criteria were consistently used to determine the quality of the educator’s ability to work with adult learners and ability to mentor and coach candidates.

- Reviewers found that the recruitment and selection of clinical educators relies heavily on informal relationships and lacks clearly utilized criteria. This was confirmed during interviews with clinical partners, clinical educators, and candidates.
- Reviewers found evidence of a clinical educator orientation but no clear indication that clinical educators are provided common expectations or training around coaching or working with adult learners.
- The program reports that the recruitment and selection of Clinical Educators includes the completion of district or university RIPTS, RIDE initiatives, and/or professional development workshops. Completion of training for new clinical educators and a review for experienced clinical educators is also required. The review team, however, found that training was inconsistent with some clinical educators describing the training as optional.

**Recommendations**

- Establish a systematic process to ensure the highest quality clinical educators are recruited, trained, and intentionally paired with candidates. Develop a system for more intentional pairing of clinical educators and candidates based on individual candidate needs and expertise/strengths of clinical educators.
- Create training for clinical educators that not only orients them to SRU educator preparation programs but develops them as mentors and coaches. The training should include the ability to work with adult learners, coaching and supervision skills, and ability to evaluate and provide feedback to candidates using program and partner assessments. As needed, include additional mutually agreed upon criteria.

**Standard 3: Candidate Quality, Recruitment, and Assessment**

3.4 Assessment Throughout Preparation	Approaching Expectations
The program has established an assessment system in which transition points are clearly communicated to candidates but lacks a systemic approach to monitoring and supporting candidate development throughout progression.	

- The assessment system has three transition points: readiness for admission, readiness for student teaching/internship, and recommendation for certification.
- These three assessment points are described in the Assessment Handbook as: Readiness for admission (R), Completion of Methods (C), and Prior to Licensure (P). These designations of R, C, and P were also included on course syllabi to connect the RIPTS to the progression through the program.
- Candidates are accepted into the program when all “readiness for admissions” requirements are met. The program evaluates candidates’ GPA, basic skills assessment scores (ACT, SAT, Praxis CORE), and Self-Assessments in Professional Dispositions, Culturally Responsive Dispositions, and the Rhode Island Professional Teaching Standards. Faculty and Clinical Field references are



Candidates are also required for admission. These references ask the faculty or educator in the field to rate candidates in the areas of communication skills, emotional maturity, dependability/reliability, and potential for success and lifelong learning.

- In order to progress to student teaching, candidates must submit and present a methods portfolio which includes transcripts, field assessment forms, resume, cultural and professional dispositions, self-assessments, and 3-5 selected artifacts from courses. Candidates must demonstrate proficiency in their content area prior to student teaching by passing all content course work with a “C” or better and passing the Praxis II assessment. This typically occurs during the spring of candidates’ junior year; however, exceptions were made during the pandemic and candidates were able to student teach prior to taking and passing the Praxis II. At this stage, candidates below a 2.75 GPA in all education courses are not allowed to continue with the program.
- In interviews candidates reported they were generally aware and could speak to what was required of them to advance from one transition point to the next.
- While faculty and candidates reported that faculty know where candidates are in their progression through the program, there is not a systemic approach to monitoring and supporting candidate development throughout the progression.
- The review team found that the assessment system requires candidates to complete many tasks and assessments in the form of a Methods Portfolio and Prior to Licensure Portfolio. The review team also noted that self-reflection was the primary method of assessing cultural and professional dispositions.

Recommendations

- Review course syllabi, key assessments, and the assessment system to ensure that there is a systemic approach to monitoring and supporting candidate development throughout progression.
- Hold training and calibration sessions to ensure program faculty, clinical educators, and clinical supervisors have a common understanding of performance expectations and can use the tools with fidelity. Share examples of practice with candidates to help them understand what expected performance looks like for each indicator of the rubrics.

3.5 Recommendation for Certification	Approaching Expectations
Programs have assessments in place to assess candidate readiness but implementation does not ensure that the program recommends only candidates who demonstrate proficiency on the full range of competencies for certification.	

- Candidates must submit a portfolio prior to licensure which includes 3-4 formal observations, dispositions self-assessment, mid and end-point evaluation, student impact study, and 3-4 selected artifacts providing evidence of why they should be recommended for licensure.
- Programs have assessments in place to assess candidate readiness for day 1 of teaching, but there are not clear criteria for recommendation for certification.



- The expected performance level on performance assessments is unclear, both in terms of the overall minimum score needed to progress and the expected level of performance at each indicator.

**Recommendations**

- Review candidate assessment measures in conjunction with the RIPTS and professional association standards to ensure that measures accurately assess candidate proficiency in all the knowledge, skills, dispositions, content, and content pedagogy needed to be a successful educator. Ensure that all faculty, clinical supervisors, and clinical educators have shared rigorous and clear expectations for candidates.
- Collaborate with partner districts to revise and implement training for both clinical educators and clinical supervisors. During training and subsequent calibration sessions, communicate clear expectations for feedback (when, how, what detail) and ensure that clinical educators, school and district leaders, and clinical supervisors have shared expectations for candidate performance.

**Standard 4: Program Impact**

4.1 Evaluation Outcomes	Approaching Expectations
The program surveys employers annually. Low survey response rates limit the ability to produce actionable data.	

- The program reported that surveys are sent annually to employers of recent program completers. The survey questions address the employer perceptions around completers’ strengths and/or areas for growth related to assessment, communication, data use, impact on student outcomes, and classroom management. Open ended questions allow employers to provide feedback on a candidate’s strengths and the program more generally.
- The program reported that the survey is sent to employers of alumni who shared their principal’s contact information in an alumni survey. The program sends surveys annually to the employers of recent program completers; however, response rates are low.
- Salve reported eight (8) responses from employers across the three years of survey data. Nearly all respondents rated Salve completers as “extremely prepared” or “prepared,” on each question. Two completers were rated “somewhat prepared” and “not prepared” in the area classroom management. It must be noted that each of these candidates’ clinical experience was interrupted by COVID-19.

**Recommendations**

- Research best practices for survey administration and response rates and seek feedback from districts about how to improve survey administration and response.
- The program indicated that the principal emails are collected through annual completer surveys. Consider additional ways to maintain formal and informal contact with candidates after program completion in addition to surveys sent to Salve email accounts.



4.2 Employment Outcomes	Approaching Expectations
The program surveys program completers annually. The program makes some effort to track post completion employment and satisfaction.	

- Programs use Salve emails to reach out to program completers annually with a low response rate to those surveys. Program leadership indicated that candidates often do not check their Salve email after completion of the program which presents challenges to outreach efforts.
- Program leadership indicated that there had been some efforts to track candidates through social media, but no system is established to track completers beyond outreach through Salve email.

**Recommendations**

- Recognize that Component 4.2 is a program-level responsibility. The program should view recent graduates as strong sources of information for program improvement. As such, programs should work more closely with completers to maintain lines of communication.
- Consider additional ways to maintain formal and informal contact with candidates after program completion in addition to surveys sent to Salve email accounts.

**Elementary Education & Elementary Special Education Program**

Salve Regina University offers a dual-major program in elementary education and special education that leads to eligibility for dual certification in elementary and elementary special education. Although most elementary teacher candidates pursue this option, candidates can also pursue a major in elementary education only.

The combined elementary and elementary special education program sequence consists of 22 required courses, which includes seven field experiences and two semesters of student teaching. The elementary-only program sequence consists of 15 required courses, which include five field experiences and one semester of student teaching.

**Standard 1: Professional Knowledge**

1.1 Knowledge, Skills, and Professional Dispositions	Approaching Expectations
The program aligns to the Rhode Island Professional Teaching Standards (RIPTS). Candidates experience a consistent curriculum and have the opportunity to develop proficiency in most but not all RIPTS.	

- The program uses a cohort model. Candidates experience a consistent curriculum that provides comparable learning opportunities to meet professional standards.
- The program provides candidates with opportunities to develop proficiency in the knowledge, skills, and professional dispositions encompassed in most, but not all, of the RIPTS. The program provided a crosswalk that identified which courses address each RIPTS, but the program addresses RIPTS at varying depth.
- Candidates must complete a RIPTS self-assessment prior to program admission. Other key assessments, including the Completion of Methods Presentation, Prior to Licensure Rubric for



Defense Interview, Student Teaching Weekly Report, and Teacher Candidate End of Placement Evaluation include questions related to the RIPTS or are mapped to the RIPTS.

- Reviewers noted that the program prepares candidates well to reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn (10). Specific to mathematics and science, candidates demonstrated preparedness to engage students in a variety of explanations (2.4) and multiple representations of concepts and make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem (5.3).
- Work samples, course syllabi, and candidate interviews highlighted a need for more candidate support related to reflecting a variety of academic, social, and cultural experiences in their teaching (1.1) and developing relationships with students and their families to support learning (7.2). Candidates currently have one course on home/school collaboration as part of the special education coursework, but candidates and program completers shared they did not feel prepared to collaborate with families.

#### Recommendations

- Provide candidates with greater opportunities to practice and receive feedback on their performance implementing the knowledge, skills, and dispositions captured in the RIPTS. Review course syllabi and field experiences to ensure all candidates receive opportunities to develop proficiency in all RIPTS.

1.2 Knowledge of Content and Content Pedagogy	Approaching Expectations
The program curriculum aligns partially to Council for Exceptional Children (CEC) standards. Candidates do not have sufficient opportunities to develop proficiency in the range of knowledge and skills to meet the expectations of the standards.	

- Candidates complete pedagogical coursework in literacy, social studies, mathematics, and science. The literacy coursework includes EDC 206: Phonics, EDC 243: Children’s Literature, and EDC 320: Teaching Literacy and Language. Reviewers noted that the content of these courses did not always align with the science of reading. Candidates take EDC 305: Teaching Social Studies in the Elementary School to address social studies content and methods. Candidates receive preparation to teach elementary mathematics and science in EDC 323. A review of the course syllabus and interviews with candidates and program completers revealed that candidate preparation in mathematics and science to be a strength relative to the other content areas.
- The program provided a crosswalk demonstrating alignment between coursework and the ACEI and CEC standards. However, program emphasis on the standards is uneven.
- The review team noted candidates are particularly well-prepared in two ACEI standards, 2.2 Science, 2.3 Mathematics, and 5.1 Professional growth, reflection, and evaluation. As noted above, EDC 323: Teaching Mathematics and Science in Elementary School is a relative strength of the program. In addition, the program’s design provides candidates multiple opportunities to reflect on their practice.



- The program does not sufficiently prepare candidates in collaboration with families, colleagues, and community agencies (CEC 5.2). As noted in the previous section, candidates and program completers did not feel adequately prepared to work with families.
- Specific to the CEC standards, candidates are well-prepared to use the theory and elements of effective collaboration (CEC 7.1). Candidates have multiple opportunities to collaborate on projects with peers and in field experiences.
- The program does not sufficiently prepare candidates to do the following: understand how language, culture, and family background influence the learning of individuals with exceptionalities (CEC 1.1) and consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities (CEC 5.1). The review team heard deficit-based language and multiple microaggressions related to families during interviews with candidates and faculty members.

**Recommendations**

- Review the course and sequence of content and courses to ensure there are no gaps in student proficiency in the critical concepts, principles, and practices identified in the CEC standards. Review program assessments to ensure that the program assesses candidates and provides candidates with feedback on their proficiency in the CEC standards, particularly 1.1 and 5.1.
- Provide clear expectations and professional development for faculty to ensure faculty model culturally responsive practices and asset-based mind sets.

1.3 Standards-Driven Instruction	Approaching Expectations
Candidates develop a general understanding of student standards and demonstrate basic skills in developing, implementing, and assessing standards-based lessons.	

- The program reports that candidates develop a deep understanding of RI student standards and demonstrate the ability to design, implement, and assess learning experiences aligned with the standards. Candidates engage in a sequence of course work in which candidates develop awareness of student standards, implement standards, and develop competency with student standards. Candidates are introduced to and become familiar with student standards early in the program. In EDC 354: Teaching Strategies for English Learners candidates learn to apply WIDA standards in units and lesson plans.
- Lesson planning serves as a key assessment in content method courses (EDC 305, EDC 320, and EDC 323) and requires candidates to develop lessons aligned to student standards in ELA, Social Studies, Math, and Science. Candidates who were further along in the program described designing lessons starting with student standards (i.e., “begin planning with standards in mind”). Reviewers heard candidates who are early in the program describe teaching lessons or planning activities and later aligning it to standards.
- Reviewers noted that at the elementary level, candidates receive stronger preparation to design and implement lessons aligned to Next Generation Science Standards than in other content areas.



### Recommendations

- Ensure candidates understand the role of standards in driving lesson preparation at early stages of programming with particular focus on understanding the scope and sequence of the standards when planning lessons or activities especially during early field experiences.
- Provide more opportunity for candidates to unpack the standards early in the program to ensure they develop a deep understanding and develop proficiency in designing standards-based lessons. Consider the purpose of EDC 190 within the program. There may be opportunities to redesign early courses.

1.4 Data-Driven Instruction	Approaching Expectations
Candidates develop basic skills in using data to evaluate and modify instructional practice.	

- Candidates encounter data driven instruction early in the program and continue primarily throughout the methods courses. Coursework and Key assessments utilize the SRU lesson plan and candidates are assessed on the alignment of course objectives and formative and summative assessments.
- Candidates are required to implement specific formal and informal assessments in methods courses. The SRU lesson plan includes standards and asks candidates to describe how they will assess student learning based on the lesson objective.
- Candidates take EDC 203: Technologies for Instruction and Assessment. The course is designed to support students in using standardized and teacher-created tools to design student learning outcomes. Candidates create an assessment portfolio that includes a variety of assessment tools. In EDC 120: Introduction to Race and Inequity in American Education candidates are introduced to InfoWorks data sources available from RI school districts.
- In SED 211: Introduction to the Characteristics of Exceptional Children candidates participate in activities and analyze case studies to determine practical application of accommodations and modification using Differentiated Instruction and Universal Design for Learning. One SED 211 class is devoted to assessment.
- The student impact project is a Key Assessment for EDC 431/432 Elementary Student Teaching. The impact project requires candidates to identify an instructional need using base-line student data. Candidates are asked to research relevant strategies to address the need and report out findings and analysis. While candidates generally understood the importance of formative and summative assessment in data-based decision making, the review team noted that candidates had difficulty recalling research-based interventions.

### Recommendations

- Provide more opportunity for candidates to use diagnostic assessment to evaluate student learning, implement evidence-based interventions, and develop a system for progress monitoring and analysis of student outcomes to allow for continuous improvement.
- Increase the knowledge and use of appropriate research-based interventions as it relates to student’s needs in areas identified through both formative and summative assessment.





1.5 Technology	Approaching Expectations
Most candidates learn to use technology to support student learning and model digital age work.	

- The reviewers found evidence that candidates learn to use technology to support student learning and model digital age work. There were courses and examples of how candidates’ use of technology was assessed. The key assessment for SED 225: Language Development and Communication Skills for Children with Disabilities requires candidates to use pictorial software to develop instructional intervention tool(s).
- Candidates reported that new technology was shared across the program and the small cohort model made this sharing a valuable and collaborative process. Reviewers noted that much of the technology described by candidates was shared from peer-to-peer and was not a specific feature of the programming.
- At the elementary level, technology use is not as embedded in coursework or as explicitly assessed, especially given the elimination of EDC 203 as a required course, which candidates reported was a valuable course.

Recommendations

- Candidates reported that EDC 203: Technologies for Instruction and Assessment was a valuable course. Consider ways that the content of EDC 203—the use of technology for instruction and assessment—could be incorporated in other coursework across the curriculum.
- Review course syllabi and field experiences to ensure that assessments are ensuring that all students develop proficiency in using technology to support student learning and model digital age work.

1.6 Equity	Approaching Expectations
Candidates have multiple opportunities throughout the program to learn about and reflect on issues of diversity, bias, equity, and social justice. However, candidates develop only basic strategies for working with students with disabilities, English language learners, and with families.	

- Candidates are asked to reflect on bias in the Implicit and Explicit Bias Assessment in EDC 120: Introduction to Race and Inequity in American Education.
- Issues of diversity, bias, equity, and social justice are integrated throughout courses and candidates are required to complete projects, assessments, and create lessons based on their developing knowledge. Candidates complete EDC 120: Introduction to Race and Inequity in American Education early in the program. In addition to EDC 120, candidates are also required to complete courses that address issues of diversity and equity:
  - EDC 298 & 299: Tutoring and Mentoring in a Multicultural Society I & II
  - SED 211: Introduction to the Characteristics of Students with Exceptionalities
  - EDC 354: Strategies for Teaching English Learners
  - SED 305 & 310: Intensive Intervention: Curriculum, Methodology, and Assessment for Students with Mild/Moderate Disabilities I & II
  - SED 350: Collaboration: Home, School, and Community



- SED 331: Assessment Procedures for Children with Disabilities
- Key assessments for all methods courses require candidates to develop lesson plans which include strategies for supporting diverse learners and multilingual learners.

Recommendations

- Evidence-based strategies for working with diverse populations (MLL, students with disabilities) were directly addressed in the courses mentioned above but could be embedded within all coursework to promote application and transferability of these skills.
- Although reviewers saw some evidence of candidates working with families, the program should provide students with the opportunity to develop effective strategies in working with diverse families and communities. Building an application component into coursework or clinical experiences can enable teaching candidates to actively engage diverse families and community members.

1.7 Rhode Island Educational Expectations	No Rating
The program provides limited opportunities for candidates to learn about and become proficient in important Rhode Island educational initiatives.	

- The PREP-RI team did not rate Component 1.7 because RIDE did not provide explicit guidance to preparation programs related to RI Initiatives during the COVID-19 pandemic. However, the report includes recommendations related to Component 1.7

Recommendations

- Provide more explicit focus on the science of reading and structured literacy in programming to support candidates in meeting the proficiency requirements of the Right to Read Act.
- As Rhode Island schools and districts adopt high quality curriculum in accordance with curriculum legislation that passed in 2019, it is imperative to prepare teachers to deeply understand content standards and how to be skillful users of high-quality instructional materials (HQIM). A shift to using protocols and practices for unpacking units and lessons versus creating units and lessons from scratch is recommended.

**Standard 2: Clinical Partnerships and Practice**

2.1 Clinical Preparation	Meets Expectations
Candidates' clinical preparation is coherent. Clinical preparation builds from and continues to link theory to practice. Clinical experiences provide most candidates with a range of experiences.	

- Clinical experiences begin during the first semester of the program and continue throughout the program. The program reported that candidates complete 72 hours of elementary education field experience, 32 hours of elementary special education field experiences, and two 16-week student teaching experiences—one in elementary education and one in elementary special education. Collectively, candidate clinical preparation exceeds the required amount established by Rhode Island certification requirements.



- Candidates typically had three to five different school placements and had the opportunity to work in a range of grades and environments. Candidates who were completing the elementary only track had 32 fewer hours in the field and 1-2 fewer placements.
- The practicum experiences align intentionally to specific courses (EDC 298, 299, 305, 320, 323) for Elementary and (SED 305 and 310) for Special Education. These courses serve as field settings to observe, implement, and practice skills, strategies and assessments featured in courses. Clinical experience hours utilize one school, but the program ensures that candidates have different grade-level experiences at this site.
- Per the student teaching handbook, the program expects candidates to gradually assume increasing classroom responsibilities over the course of the student teaching experience which includes adding more subject areas into planning requirements, assuming half of teaching responsibilities for three weeks and then full teaching responsibility for an additional three weeks at the end of the student teaching placement. Although the program meets expectations for this component, reviewers noted that the program should consider increasing the amount of time that a candidate assumes full teaching responsibilities for those who are pursuing only the Elementary certification and will have only one clinical placement for student teaching.

2.2 Impact on Student Learning	Approaching Expectations
The program features a student impact project in all programs but is not structured in a way that enables candidates to demonstrate an increasingly positive impact on students' learning.	

- Candidates have multiple opportunities during their clinical experiences to demonstrate student learning. Candidates design standards-aligned lessons which include formative and summative assessments during methods courses. As part of methods coursework, candidates analyze student assessment data to inform future planning and lessons at their practicum or student teaching placements.
- Candidates across all programs reported that the Student Impact Project is the primary method used to demonstrate positive impact on learning during their clinical experience. The Impact Project requires students to develop an intervention plan to treat areas of need as determined by baseline data.
- Lesson plan templates and candidate and completer work samples reflect regular use of assessments to inform student learning and differentiate instruction.
- Reviewers noted that candidates are expected to collaborate with their Clinical Educator and reported using the district assessments used at their clinical sites (ex. STAR and NWEA) to assess effectiveness of instruction of intervention.
- Reviewers noted that assessment and use of data is present in course work, lesson plan templates, and classroom observation rubrics. However, reviewers found during interviews that the Student Impact Project was primarily described as a small group intervention. The team found that the approach to demonstrating positive impact on student learning did not connect to early clinical experiences or lacked coherence across all clinical experiences.

Recommendations



- Provide additional explicit instruction, practice, and assessment in how to modify instruction and practice based on the analysis of a variety of data.
- Review course syllabi and all clinical experiences to ensure that candidates experience a coherent approach to using data and assessment to demonstrate positive impact on student learning that extends beyond or expands on the intervention approach of the Student Impact Project.

2.3 Clinical Partnerships for Preparation	Approaching Expectations
The program has several formal and informal partnerships but does not track and analyze data for agreed upon measures of partnership effectiveness.	

- Reviewers noted that the clinical partner interviews expressed general satisfaction with the existing partnership with Salve and cited Salve’s efforts to understand the value or role of community in education programming. Clinical partners also detailed ways that Salve could expand and strengthen partnerships to increase the mutual benefit to schools and districts. These included having candidates more involved in out-of-school events and programs, earlier involvement prior to student teaching and sitting in on various planning meetings (candidates participating in special education planning meetings was cited as an example of mutual benefit for the candidate and the district).
- There are common assessments for evaluating observations and providing feedback across programs.
- Programs do not track and analyze data for agreed upon measures of partnership effectiveness.
- Clinical partners expressed positive feedback regarding the preparedness of candidates and communication with Salve, even indicating that they are very interested in hiring Salve completers who might choose to stay in RI.

Recommendations

- Salve should establish clinical partnerships that include agreed upon measures of the partnership effectiveness and create annual processes for collaboratively evaluating the data to inform continuous improvement of the partnership.

2.4 Clinical Educators	Does Not Meet Expectations
The recruitment and selection of clinical educators relies heavily on informal relationships and lacks clearly utilized criteria.	

- Partnership Agreements between Salve and RI school districts provide criteria for the selection of clinical educators and describe the roles and responsibilities of the Salve and the partner district. However, reviewers did not see evidence that criteria were consistently used to determine the quality of the educator’s ability to work with adult learners and ability to mentor and coach candidates.



- The program reported that whenever possible elementary/special education double majors are placed in different districts for each student teaching experience to expose them to diverse settings.
- Reviewers found that the recruitment and selection of clinical educators relies heavily on informal relationships and lacks clearly utilized criteria. This was confirmed during interviews with clinical partners, clinical educators, and candidates.
- Reviewers found evidence of a clinical educator orientation but no clear indication that clinical educators are provided common expectations or training around coaching or working with adult learners.

**Recommendations**

- Establish a systematic process to ensure the highest quality clinical educators are recruited, trained, and intentionally paired with candidates. Develop a system for more intentional pairing of clinical educators and candidates based on individual candidate needs and expertise/strengths of clinical educators.
- Create training for clinical educators that not only orients them to SRU educator preparation programs but develops them as mentors and coaches. The training should include the ability to work with adult learners, coaching and supervision skills, and ability to evaluate and provide feedback to candidates using program and partner assessments. As needed, include additional mutually agreed upon criteria.

**Standard 3: Candidate Quality, Recruitment, and Assessment**

3.4 Assessment Throughout Preparation	Approaching Expectations
The program has established an assessment system which has clearly communicated transition points but lacks a systemic approach to monitoring and supporting candidate development throughout progression.	

- The assessment system has three transition points: readiness for admission, readiness for student teaching/internship, and recommendation for certification.
- These three assessment points are described in the Assessment Handbook as: Readiness for admission (R), Completion of Methods (C), and Prior to Licensure (P). These designations of R, C, and P were also included on course syllabi to connect the RIPTS to the progression through the program.
- Candidates are accepted into the program when all “readiness for admissions” requirements are met. The program evaluates candidates’ GPA, basic skills assessment scores (ACT, SAT, Praxis CORE), and Self-Assessments in Professional Dispositions, Culturally Responsive Dispositions, and the Rhode Island Professional Teaching Standards. Faculty and Clinical Field references Candidates are also required for admission. These references ask the faculty or educator in the field to rate candidates in the areas of communication skills, emotional maturity, dependability/reliability, and potential for success and lifelong learning.
- In order to progress to student teaching, candidates must submit and present a methods portfolio which includes transcripts, field assessment forms, resume, cultural and professional dispositions, self-assessments, and 3-5 selected artifacts from courses. Candidates must demonstrate proficiency in their content area prior to student teaching by passing all content



course work with a “C” or better and passing the Praxis II assessment. This typically occurs during the spring of candidates’ junior year; however, exceptions were made during the pandemic and candidates were able to student teach prior to taking and passing the Praxis II. At this stage, candidates below a 2.75 GPA in all education courses are not allowed to continue with the program.

- In interviews candidates reported they were generally aware and could speak to what was required of them to advance from one transition point to the next.
- While faculty and candidates reported that faculty know where candidates are in their progression through the program, there is not a systemic approach to monitoring and supporting candidate development throughout progression.
- The review team found that the assessment system requires candidates to complete many tasks and assessments in the form of a Methods Portfolio and Prior to Licensure Portfolio. The review team also noted that self-reflection was the primary method of assessing cultural and professional dispositions.

#### Recommendations

- Review course syllabi, key assessments, and the assessment system to ensure that there is a systemic approach to monitoring and supporting candidate development throughout progression.
- Hold training and calibration sessions to ensure program faculty, clinical educators, and clinical supervisors have a common understanding of performance expectations and can use the tools with fidelity. Share examples of practice with candidates to help them understand what expected performance looks like for each indicator of the rubrics.

3.5 Recommendation for Certification	Approaching Expectations
Programs have assessments in place to assess candidate readiness but implementation does not ensure that the program recommends only candidates who demonstrate proficiency on the full range of competencies for certification.	

- Candidates must submit a portfolio prior to licensure which includes 3-4 formal observations, dispositions self-assessment, mid and end-point evaluation, student impact study, and 3-4 selected artifacts providing evidence of why they should be recommended for licensure.
- Programs have assessments in place to assess candidate readiness for day 1 of teaching, but there are not clear criteria for recommendation for certification.
- The expected performance level on performance assessments is unclear, both in terms of the overall minimum score needed to progress and the expected level of performance at each indicator.

#### Recommendations

- Review candidate assessment measures in conjunction with the RIPTS and professional association standards to ensure that measures accurately assess candidate proficiency in all the knowledge, skills, dispositions, content, and content pedagogy needed to be a successful



educator. Ensure that all faculty, clinical supervisors, and clinical educators have shared rigorous and clear expectations for candidates.

- Collaborate with partner districts to revise and implement training for both clinical educators and clinical supervisors. During training and subsequent calibration sessions, communicate clear expectations for feedback (when, how, what detail) and ensure that clinical educators, school and district leaders, and clinical supervisors have shared expectations for candidate performance.

**Standard 4: Program Impact**

4.1 Evaluation Outcomes	Approaching Expectations
The program surveys employers annually. Low survey response rates limit the ability to produce actionable data.	

- The program reported that surveys are sent annually to employers of recent program completers. The survey questions address the employer perceptions around completers’ strengths and/or areas for growth related to assessment, communication, data use, impact on student outcomes, and classroom management. Open ended questions allow employers to provide feedback on a candidate’s strengths and the program more generally.
- The program reported that the survey is sent to employers of alumni who shared their principal’s contact information in an alumni survey. The program sends surveys annually to the employers of recent program completers; however, response rates are low.
- Salve reported eight (8) responses from employers across the three years of survey data. Nearly all respondents rated Salve completers as “extremely prepared” or “prepared,” on each question. Two completers were rated “somewhat prepared” and “not prepared” in the area classroom management. It must be noted that each of these candidates’ clinical experience was interrupted by COVID-19.

**Recommendations**

- Research best practices for survey administration and response rates and seek feedback from districts about how to improve survey administration and response.
- The program indicated that principals’ emails are collected through annual completer surveys. Consider additional ways to maintain formal and informal contact with candidates after program completion in addition to surveys sent to Salve email accounts.

4.2 Employment Outcomes	Approaching Expectations
The program surveys program completers annually. The program makes some effort to track post completion employment and satisfaction.	

- Programs use Salve emails to reach out to program completers annually with a low response rate to those surveys. Program leadership indicated that candidates often do not check their Salve email after completion of the program which presents challenges to outreach efforts.



- Program leadership indicated that there had been some efforts to track candidates through social media, but no system is established to track completers beyond outreach through Salve email.

Recommendations

- Recognize that Component 4.2 is a program-level responsibility. The program should view recent graduates as strong sources of information for program improvement. As such, programs should work more closely with completers to maintain lines of communication.
- Consider additional ways to maintain formal and informal contact with candidates after program completion in addition to surveys sent to Salve email accounts.

**Secondary Grades Education Programs**

Overview: The Secondary Education program is an undergraduate-level program that leads to a bachelor's degree in Secondary Education and an additional major in either Biology, Chemistry, English Literature, History, or Mathematics. Candidates must earn between one hundred and twenty-one and one-hundred and thirty-six credits, depending on content area, with forty-three of these credits in secondary coursework. Candidates are required to complete field experiences working with secondary students throughout the program. Field experiences begin in their sophomore year and culminate in sixteen weeks of student teaching.

**Standard 1: Professional Knowledge**

1.1 Knowledge, Skills, and Professional Dispositions	Approaching Expectations
The program aligns to the Rhode Island Professional Teaching Standards (RIPTS). Candidates experience a consistent curriculum and have opportunities to develop proficiency in most but not all RIPTS.	

- The program reported that candidates experience a consistent curriculum, which was evident in review of syllabi and program faculty and candidate interviews. Candidates indicated that the size of the program—both student cohort and number of faculty—was viewed as a strength of the program.
- Candidates complete their first introductory education course EDC 120: Introduction to Race and Inequality in American Education during their freshman year. During sophomore year candidates complete a Special Education course, Literacy course and Education Theory course in addition to early secondary field experiences during both fall and spring semester.
- Faculty indicated that the RIPTS are part of the culture of the program with candidates learning about them early in their sophomore year and engaging with RIPTS deeper during junior and senior year coursework, lesson planning, and field experiences.
- The program reported that the RIPTS serve as a framework to guide candidates' development toward proficiency. Course syllabi are organized by and aligned to the RIPTS.
- Candidates reported that they were generally aware of the standards. They reported they were introduced to the standards during SCD 220: Adolescent Development and Theories of Learning.





During interviews candidates readily recalled the mnemonic method they were taught to remember and conceptualize the RIPTS.

- Candidates reported that they developed a general understanding of the standards through general pedagogical courses, some content methods courses, and their field-based learning experiences. Candidates also reported that they frequently worked with the standards while completing the Student Teaching Portfolio.

Recommendations

- The program embeds RIPTS in many of the systems and structures of its programming. However, more focus is needed on Standard 2 in Social Studies, Standard 4 needs prioritization in Social Studies and ELA, and Standard 7 needs improvement in all secondary education courses.

1.2 Knowledge of Content and Content Pedagogy	Approaching Expectations
Candidates develop a general understanding of and proficiency in the content standards for secondary education through their courses and field-based experiences.	

- Candidates learn about their content areas primarily through their Arts and Sciences content major courses. Each candidate is required to complete a second major in either biology, chemistry, English, history, or mathematics. These courses focus on the content for the field but do not include or integrate the expectations of the professional content associations or for the associated expectations for teaching content and instructional practices in PK-12 schools.
- There were significant concerns about the secondary social studies candidates' preparation to teach the full range of pedagogical-content concepts outside of history. Candidates reported that they felt prepared for the history portion of the Praxis but did not feel sufficiently prepared for economics, geography, and political science content of the test.
- Faculty reported that History majors are required to complete one Geography course and are advised to take additional coursework in economics and civics or political science to prepare them for the Praxis Social Studies content test. Reviewers did not find evidence that there is a system of advising candidates to take additional coursework or prepare to teach all social studies domains. Some candidates reported being unprepared in Economics and Geography in particular.

Recommendations

- Additional coursework in Economics, Geography, Civics and Government is needed for candidates seeking certification in Social Studies. Salve must revise or redesign programing to include additional Social Studies content beyond History or close this certification track.
- Collaborate with the History department as well as social science disciplines outside of history to establish a system to support and ensure social studies candidates develop proficiency in all social studies domains.
- Work with the Arts and Sciences content faculty to develop a shared ownership of preparing future RI teachers. Ensure that Arts and Sciences faculty help make connections between course content and professional association standards.



1.3 Standards-Driven Instruction	Approaching Expectations
Candidates develop a general understanding of student standards and demonstrate basic skills in developing, implementing, and assessing standards-based lessons.	

- Candidates are introduced to the content standards during their sophomore year in SCD 212: Literacy in the Content Area. Candidates begin to design standards-based lessons in SCD 320: Curriculum, Instruction and Assessment in the Secondary School I and implement these lessons in SCD 321 Practicum I for Curriculum, Instruction and Assessment in the Secondary School I.
- The review team found that candidates develop basic skills in designing and implementing standards-based lessons. There was a particular concern that some social studies candidates were unfamiliar with the GSEs.
- Reviewers observed alignment to the Next Generation Science Standard’s disciplinary core ideas but did not see evidence in candidate observations of the instructional shifts that the three dimensions of NGSS call for. Reviewers noted that Secondary Science candidates develop understanding of NGSS but not explicit instructional strategies for implementation and how to drive NGSS three-dimensional, student-centered lessons.
- Candidates learn about their content areas in their Arts and Science content courses. Candidates reported little overlap in the content and education coursework—English candidates noted that Advanced Composition is the only course that intersects with the education coursework. Social Studies candidates reported a closer working relationship between the history Arts and Sciences faculty and education faculty. Reviewers were concerned that this relationship was the result of the individual faculty members' efforts and was not part of the structure of the program.

Recommendations

- Review courses and clinical experiences to provide more opportunities for students to unpack, develop understanding of, and design rigorous instruction consistent with student standards. In subject specific methods courses, give candidates more examples and time to unpack standards and develop a deep understanding of effective content pedagogies that will help students achieve the standards. Reviewers indicated that Social Studies and Science candidates demonstrated the greatest need in this area given the Social Studies domains outside of their history content and the pedagogical emphasis for integration of crosscutting concepts, science and engineering practices, with the disciplinary core ideas found in the Next Generation Science Standards.
- Establish formal collaborative relationships with the Arts and Science faculty that are more programmatic and extend beyond the candidates Transition Points and presentations.

1.4 Data-Driven Instruction	Approaching Expectations
Candidates develop basic skills in using data to evaluate and modify instructional practice.	

- Candidates encounter data driven instruction early in the program, which continues throughout the Secondary methods courses. Coursework and Key assessments utilize the SRU lesson plan



template and candidates are assessed on the alignment of course objectives and formative and summative assessments.

- Candidates are required to implement specific formal and informal assessments in methods courses. The SRU lesson plan includes standards and asks candidates to describe how they will assess student learning based on the lesson objective.
- Candidates take the two-course sequence of SCD 320/323: Curriculum, Instruction and Assessment in the Secondary School I and II designed to support candidates to unpack standards, write measurable objectives, and use formative assessment and data cycles when developing lesson plans. SCD 320 and SCD 323 each have a corresponding one-credit course which provides candidates with 15 hours of field experience for observations, teaching lesson activities, and teaching one full lesson.
- Candidates create an assessment portfolio that includes a variety of assessment tools.
- In SED 211: Introduction to the Characteristics of Exceptional Children candidates participate in activities and analyze case studies to determine practical application of accommodations and modification using Differentiated Instruction and Universal Design for Learning. One SED 211 class is devoted to assessment.
- The student impact project is a key assessment for SCD 441/442 Student Teaching at the Secondary School Level. The Impact Project requires candidates to identify an instructional need using base-line student data. Candidates are asked to research relevant strategies to address the need and report findings and analysis. While candidates generally understood the importance of formative and summative assessment in data-based decision making, the review team noted that candidates had difficulty recalling research-based interventions.

Recommendations

- Provide more opportunity for candidates to use diagnostic assessment to evaluate student learning, implement evidence-based interventions, and develop a system for progress monitoring and analysis of student outcomes to allow for continuous improvement.
- Provide additional explicit instruction, practice, and assessment in how to modify instruction and practice based on the analysis of a variety of data. Increase the knowledge and use of appropriate research-based interventions as it relates to student’s needs in areas identified through both formative and summative assessment.

1.5 Technology	Meets Expectations
The program integrates instruction about technology and digital age learning experiences throughout the program.	

- The reviewers found evidence that candidates learn to use technology to support student learning and model digital age work. There were courses and examples of how candidates’ use of technology was assessed. The Curriculum, Instruction, and Assessment courses (SCD 320, 321, 322, 323) require candidates to incorporate technology into lesson planning and instruction. Candidates reported that the digital literacy in SED 212 and the technology self-assessment tool in SCD 299 helped support the integration of technology into field experiences.



- Candidates reported that new technology was shared across the program and the small cohort model made this sharing a valuable and collaborative process. Faculty were timely in facilitating the sharing of new technology and indicated that students often informed the faculty of technology related instructional materials or approaches.

1.6 Equity	Approaching Expectations
Candidates have multiple opportunities throughout the program to learn about and reflect on issues of diversity, bias, equity, and social justice. However, candidates develop only basic strategies for working with students with disabilities, English language learners, and with families.	

- Candidates reported reflecting on their biases and developing an awareness of their worldviews throughout the program. Students complete an Explicit Bias Assessment in EDC120: Introduction to Race and Inequity in American Education.
- Students have opportunities to reflect on their own biases, but do not consistently develop a deeper understanding of their own worldviews, the experiences of other cultures, and the impact on learning. Some candidates reported feeling that diversity and expressed the desire to demonstrate greater competency in RIPTS 4.
- Issues of diversity, bias, equity, and social justice are integrated across all courses and candidates are required to complete projects, assessments, and create lessons based on their developing knowledge. In addition to EDC 120, candidates are also required to complete four courses that focus primarily on issues of diversity and equity: SCD298: Tutoring and Mentoring in a Multicultural Society I, SED211: Introduction to the Characteristics of Students with Exceptionalities, SCD299: Tutoring and Mentoring in a Multicultural Society II, and SCD 310: Secondary Strategies for Teaching English Learners.
- Secondary candidates do not develop basic skills in implementing strategies that are effective when working with families in diverse communities.

#### Recommendations

- Although reviewers saw some evidence of candidates working with families, the program should provide students with the opportunity to develop effective strategies in working with diverse families and communities. Building an application component into coursework or clinical experiences can enable teaching candidates to actively engage diverse families and community members.
- Evidence-based strategies for working with diverse populations (MLL, students with disabilities) were directly addressed in the courses mentioned above but could be embedded within all coursework to promote application and transferability of these skills.
- There should be an intentional plan and documented check-in process of candidates working with families. This should include translations and tools that provide data on student progress specifically for students who identify as MLL or have an IEP.



1.7 Rhode Island Educational Expectations	No Rating
The program provides limited opportunities for candidates to learn about and become proficient in important Rhode Island educational initiatives.	

- The PREP-RI team did not rate Component 1.7 because RIDE did not provide explicit guidance to preparation programs related to RI Initiatives during the COVID-19 pandemic. However, the report includes recommendations related to Component 1.7

Recommendations

- As Rhode Island schools and districts adopt high quality curriculum in accordance with curriculum legislation that passed in 2019, it is imperative to prepare teachers to deeply understand content standards and how to be skillful users of high-quality curriculum materials (HQIM). A shift to using protocols and practices for unpacking units and lessons versus creating units and lessons from scratch is recommended.

**Standard 2: Clinical Partnerships and Practice**

2.1 Clinical Preparation	Meets Expectations
Candidates’ clinical preparation is coherent. Clinical preparation builds from and continues to link theory to practice. Clinical experiences provide most candidates with a range of experiences.	

- Clinical experiences begin during the sophomore year and continue throughout the program. The program reported that candidates complete 120 hours of field experience which includes a 60-hour practicum experience. Field experiences culminate with a 16-week student teaching experience. The Clinical preparation exceeds the required amount established by Rhode Island certification requirements.
- Candidates had two to four different school placements—candidates typically had 3 placements and had the opportunity to work in a range of grades and environments. The program reported, when possible, secondary education students are placed for their fall practicum with the same clinical educator they will complete their student teaching in the spring semester.
- The practicum experiences are aligned to SCD 321/322 Curriculum, Instruction, & Assessment I & II. SCD 322 is a content specific methods course that links field experiences to the pedagogical content in SCD 321. These courses serve as field settings to observe, implement, and practice skills, strategies and assessments featured in courses. The program ensures that candidates have different grade-level experiences at this site.
- Per the student teaching handbook, the program expects candidates to gradually assume increasing classroom responsibilities over the course of the student teaching experience which includes adding more subject areas into planning requirements, assuming half of teaching responsibilities for three weeks and then full teaching responsibility for an additional three weeks at the end of the student teaching placement.



2.2 Impact on Student Learning	Approaching Expectations
The program features a student impact project in all programs but is not structured in a way that enables candidates to demonstrate an increasingly positive impact on students' learning.	

- Candidates have multiple opportunities during their clinical experiences to demonstrate student learning. Candidates design standards-aligned lessons which include formative and summative assessments during methods courses. As part of methods coursework, candidates analyze student assessment data to inform future planning and lessons at their practicum or student teaching placements.
- Candidates across all programs reported that the Student Impact Project is the primary method used to demonstrate positive impact on learning during their clinical experience. The Impact Project requires students to develop an intervention plan to treat areas of need as determined by baseline data.
- Lesson plan templates and candidate and completer work samples reflect regular use of assessments to inform student learning and differentiate instruction.
- Reviewers noted that candidates are expected to collaborate with their Clinical Educator and reported using the district assessments used at their clinical sites (ex. STAR and NWEA) to assess effectiveness of instruction of intervention.
- Reviewers noted that assessment and use of data is present in course work, lesson plan templates, and classroom observation rubrics. However, reviewers found during interviews that the Student Impact Project was primarily described as a small group intervention. The team found that the approach to demonstrating positive impact on student learning did not connect to early clinical experiences or lacked coherence across all clinical experiences.

#### Recommendations

- Provide additional explicit instruction, practice, and assessment in how to modify instruction and practice based on the analysis of a variety of data.
- Review course syllabi and all clinical experiences to ensure that candidates experience a coherent approach to using data and assessment to demonstrate positive impact on student learning that extends beyond or expands on the intervention approach of the Student Impact Project.

2.3 Clinical Partnerships for Preparation	Approaching Expectations
The program has several formal and informal partnerships but does not track and analyze data for agreed upon measures of partnership effectiveness.	

- Reviewers noted that the clinical partner interviews expressed general satisfaction with the existing partnership with Salve and cited Salve's efforts to understand the value or role of community in education programming. Clinical partners also detailed ways that Salve could expand and strengthen partnerships to increase the mutual benefit to schools and districts. These included having candidates more involved in out-of-school events and programs, earlier involvement prior to student teaching and sitting in on various planning meetings (candidates



participating in special education planning meetings was cited as an example of mutual benefit for the candidate and the district).

- There are common assessments for evaluating observations and providing feedback across programs.
- Salve reported that secondary education students are placed for their fall practicum with the same clinical educator they will complete their student teaching in the spring semester when possible.
- Programs do not track and analyze data for agreed upon measures of partnership effectiveness.
- Clinical partners expressed positive feedback regarding the preparedness of candidates and communication with Salve, even indicating that they are very interested in hiring Salve completers who might choose to stay in RI.

**Recommendations**

- Establish clinical partnerships that include agreed upon measures of the partnership effectiveness and create annual processes for collaboratively evaluating the data to inform continuous improvement of the partnership.

2.4 Clinical Educators	Does Not Meet Expectations
The recruitment and selection of clinical educators relies heavily on informal relationships and lacks clearly utilized criteria.	

- Partnership Agreements between Salve and RI school districts provide criteria for the selection of clinical educators and describe the roles and responsibilities of the Salve and the partner district. However, reviewers did not see evidence that criteria were consistently used to determine the quality of the educator’s ability to work with adult learners and ability to mentor and coach candidates.
- Reviewers found that the recruitment and selection of clinical educators relies heavily on informal relationships and lacks clearly utilized criteria. This was confirmed during interviews with clinical partners, clinical educators, and candidates.
- Reviewers found evidence of a clinical educator orientation but no clear indication that clinical educators are provided common expectations or training around coaching or working with adult learners.

**Recommendations**

- Establish a systematic process to ensure the highest quality clinical educators are recruited, trained, and intentionally paired with candidates. Develop a system for more intentional pairing of clinical educators and candidates based on individual candidate needs and expertise/strengths of clinical educators.
- Create training for clinical educators that not only orients them to SRU educator preparation programs but develops them as mentors and coaches. The training should include the ability to



work with adult learners, coaching and supervision skills, and ability to evaluate and provide feedback to candidates using program and partner assessments. As needed, include additional mutually agreed upon criteria.

**Standard 3: Candidate Quality, Recruitment, and Assessment**

3.4 Assessment Throughout Preparation	Approaching Expectations
The program has established an assessment system which clearly communicates transition points but lacks a systemic approach to monitoring and supporting candidate development throughout progression.	

- The assessment system has three transition points: readiness for admission, readiness for student teaching/internship, and recommendation for certification.
- These three assessment points are described in the Assessment Handbook as: Readiness for admission (R), Completion of Methods (C), and Prior to Licensure (P). These designations of R, C, and P were also included on course syllabi to connect the RIPTS to the progression through the program.
- Candidates are accepted into the program when all “readiness for admissions” requirements are met. The program evaluates candidates’ GPA, basic skills assessment scores (ACT, SAT, Praxis CORE), and Self-Assessments in Professional Dispositions, Culturally Responsive Dispositions, and the Rhode Island Professional Teaching Standards. Faculty and Clinical Field references Candidates are also required for admission. These references ask the faculty or educator in the field to rate candidates in the areas of communication skills, emotional maturity, dependability/reliability, and potential for success and lifelong learning.
- In order to progress to student teaching, candidates must submit and present a methods portfolio which includes transcripts, field assessment forms, resume, cultural and professional dispositions, self-assessments, and 3-5 selected artifacts from courses. Candidates must demonstrate proficiency in their content area prior to student teaching by passing all content course work with a “C” or better and passing the Praxis II assessment. This typically occurs during the spring of candidates’ junior year; however, exceptions were made during the pandemic and candidates were able to student teach prior to taking and passing the Praxis II. At this stage, candidates below a 2.75 GPA in all education courses are not allowed to continue with the program.
- In interviews candidates reported were generally aware and could speak to what was required of them to advance from one transition point to the next.
- While faculty and candidates reported that faculty know where candidates are in their progression through the program, there is not a systemic approach to monitoring and supporting candidate development throughout progression.
- The review team found that the assessment system requires candidates to complete many tasks and assessments in the form of a Methods Portfolio and Prior to Licensure Portfolio. The review team also noted that self-reflection was the primary method of assessing cultural and professional dispositions.





Recommendations

- Review course syllabi, key assessments, and the assessment system to ensure that there is a systemic approach to monitoring and supporting candidate development throughout progression.
- Hold training and calibration sessions to ensure program faculty, clinical educators, and clinical supervisors have a common understanding of performance expectations and can use the tools with fidelity. Share examples of practice with candidates to help them understand what expected performance looks like for each indicator of the rubrics.

3.5 Recommendation for Certification	Approaching Expectations
Programs have assessments in place to assess candidate readiness but implementation does not ensure that the program recommends only candidates who demonstrate proficiency on the full range of competencies for certification.	

- Candidates must submit a portfolio prior to licensure which includes 3-4 formal observations, dispositions self-assessment, mid and end-point evaluation, student impact study, and 3-4 selected artifacts providing evidence of why they should be recommended for licensure.
- Programs have assessments in place to assess candidate readiness for day 1 of teaching, but there are not clear criteria for recommendation for certification.
- The expected performance level on performance assessments is unclear, both in terms of the overall minimum score needed to progress and the expected level of performance at each indicator.

Recommendations

- Review candidate assessment measures in conjunction with the RIPTS and professional association standards to ensure that measures accurately assess candidate proficiency in all the knowledge, skills, dispositions, content, and content pedagogy needed to be a successful educator. Ensure that all faculty, clinical supervisors, and clinical educators have shared rigorous and clear expectations for candidates.
- Collaborate with partner districts to revise and implement training for both clinical educators and clinical supervisors. During training and subsequent calibration sessions, communicate clear expectations for feedback (when, how, what detail) and ensure that clinical educators, school and district leaders, and clinical supervisors have shared expectations for candidate performance.

**Standard 4: Program Impact**

4.1 Evaluation Outcomes	Approaching Expectations
The program surveys employers annually. Low survey response rates limit the ability to produce actionable data.	

- The program reported that surveys are sent annually to employers of recent program completers. The survey questions address the employer perceptions around completers' strengths and/or areas for growth related to assessment, communication, data use, impact on



student outcomes, and classroom management. Open ended questions allow employers to provide feedback on a candidate’s strengths and the program more generally.

- The program reported that the survey is sent to employers of alumni who shared their principal’s contact information in an alumni survey. The program sends surveys annually to the employers of recent program completers; however, response rates are low.
- Salve reported eight (8) responses from employers across the three years of survey data. Nearly all respondents rated Salve completers as “extremely prepared” or “prepared,” on each question. Two completers were rated “somewhat prepared” and “not prepared” in the area classroom management. It must be noted that each of these candidates’ clinical experience was interrupted by COVID-19.

**Recommendations**

- Research best practices for survey administration and response rates and seek feedback from districts about how to improve survey administration and response.
- The program indicated that principals’ emails are collected through annual completer surveys. Consider additional ways to maintain formal and informal contact with candidates after program completion in addition to surveys sent to Salve email accounts.

4.2 Employment Outcomes	Approaching Expectations
The program surveys program completers annually. The program makes some effort to track post completion employment and satisfaction.	

- Programs use Salve emails to reach out to program completers annually with a low response rate to those surveys. Program leadership indicated that candidates often do not check their Salve email after completion of the program which presents challenges to outreach efforts.
- Program leadership indicated that there had been some efforts to track candidates through social media, but no system is established to track completers beyond outreach through Salve email.

**Recommendations**

- Recognize that Component 4.2 is a program-level responsibility. The program should view recent graduates as strong sources of information for program improvement. As such, programs should work more closely with completers to maintain lines of communication.
- Consider additional ways to maintain formal and informal contact with candidates after program completion in addition to surveys sent to Salve email accounts.

**All Grades Education Programs**

The All Grades Education program includes courses of study in world language and music education. World Language Education is offered as an undergraduate degree (B.A.S) in either French or Spanish. World Language majors also study abroad for a full semester to develop their linguistic capacities.



### Standard 1: Professional Knowledge

1.1 Knowledge, Skills, and Professional Dispositions	Approaching Expectations
The program aligns to the Rhode Island Professional Teaching Standards (RIPTS). Candidates experience a consistent curriculum and have the opportunity to develop proficiency in most but not all RIPTS.	

- The program uses a cohort model. In both the World Languages and Music Education pathways, candidates experience a consistent curriculum that provides comparable learning opportunities to meet professional standards.
- The program provides candidates with opportunities to develop proficiency in the knowledge, skills, and professional dispositions encompassed in most, but not all, of the RIPTS. The program provided a crosswalk that identified which courses address each RIPTS, but the program addresses RIPTS at varying depth.
- Candidates must complete a RIPTS self-assessment prior to program admission. Other key assessments, including the Completion of Methods Presentation, Prior to Licensure Rubric for Defense Interview, Student Teaching Weekly Report, and Teacher Candidate End of Placement Evaluation include questions related to the RIPTS or are mapped to the RIPTS.
- Reviewers noted that the program prepares candidates particularly well to use a variety of communication strategies (8.1) and to emphasize oral and written communication (8.4).
- Candidates in both programs lack preparation to facilitate student involvement in the school and wider communities (1.4), create opportunities that reflect a respect of the diversity of learners and an understanding of how students differ in their approaches to learning (4.0), and develop relationships with families to support student learning (7.2). Given the very small size of the world language program, reviewers noted that they may have lacked evidence of 4.0 for world language due to the size of the program rather than by program design.

#### Recommendations

- Review the scope and sequence of all courses to ensure candidates receive opportunities to develop proficiency in all RIPTS, paying particular attention to RIPTS 1.4, 4.1-4.4, and 7.2.

1.2 Knowledge of Content and Content Pedagogy	Approaching Expectations
Candidates develop proficiency in most of the critical concepts, principles, and practices within their area of certification.	

- The specific set of courses taken by candidates varies slightly by content area, but all courses of study include content courses, methods courses, and clinical experiences. Candidates take a range of courses in their program area prior to curriculum.
- Candidates develop proficiency in most, but not all, of the critical content and content pedagogy concepts, principles, and practices within their area of certification.

#### *Music:*

- The review team noted candidates are well-prepared in the NASM competencies of Performance (1), Musicianship Skills and Analysis (2), and Composition/Improvisation (3).



- The program does not sufficiently ensure candidates will “remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills” (3.a.9). Candidate coursework does not include non-Western music and reviewers observed candidates using a culturally insensitive repertoire in their classrooms. Reviewers also noted that candidate preparation does not sufficiently emphasize knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for general music and the ability to lead performance-based instruction in general music (3.c.1).

*World Language:*

- Candidates are well-aware of the ACTFL standards. Syllabi reference the ACTFL standards and candidates note them in student work. Reviewers noted candidates are well-prepared as evidenced in coursework and work samples in Standards 1-5 of the ACTFL standards. However, candidates would benefit from more preparation in ACTFL Standard 5: Professional development, advocacy, and ethics by increasing candidate awareness of local and national professional learning opportunities.

Recommendations

- In the music program, provide more explicit instruction in how to create a culturally sensitive repertoire.
- In the music program, incorporate non-western music to expand upon culturally relevant teaching practices.
- In the world languages program, provide candidates opportunities to learn about and engage with state and national world languages and associations.

1.3 Standards-Driven Instruction	Meets Expectations
The program provides candidates with a deep understanding of student standards. The program provides candidates multiple opportunities to develop proficiency in developing, implementing, and assessing standards-based lessons.	

- The review team found that candidates are well-prepared to design and implement lessons aligned to content standards. Candidate work products, lesson plans, projects, assessments, and portfolios, showed consistent application and use of student learning standards that increased as candidates progressed in the program.

1.4 Data-Driven Instruction	Approaching Expectations
Candidates develop basic skills in using data to evaluate and modify instructional practice.	

- Candidates are required to implement specific formal and informal assessments in methods courses. The SRU lesson plan includes standards and asks candidates to describe how they will assess student learning based on the lesson objective.
- Music and World Language candidates are introduced to InfoWorks data sources available from RI school districts in EDC 120: Introduction to Race and Inequity in American Education.
- In SED 211: Introduction to the Characteristics of Exceptional Children candidates participate in activities and analyze case studies to determine practical application of accommodations and



modification using Differentiated Instruction and Universal Design for Learning. One SED 211 class is devoted to assessment.

World Language:

- Candidates conduct reviews of recent literature on Second Language Acquisition in LIN 350: Principles of Second Language Acquisition. These reviews are centered on self-selected research questions and ask candidates to examine the data from the research and report on the implications for instruction in Second Language Acquisition.
- The student impact project is a Key Assessment for SCD 441/442 Secondary Student Teaching. The impact project requires candidates to identify an instructional need using base-line student data. Candidates are asked to research relevant strategies to address the need and report out findings and analysis. The observation template used in SCD 441/442 includes indicators for observing assessment in instruction.

Music:

- The program reported that in MSC 243: Instructional Methods students develop an understanding of how research will inform their choice of repertoire to achieve a culturally responsive instrumental program. Reviewers noted that candidate coursework does not include non-Western music and reviewers observed candidates using a culturally insensitive repertoire in their classrooms.
- The student impact project is a Key Assessment for MSC 432/441 Student Teaching Secondary/Seminar. The impact project requires candidates to identify an instructional need using base-line student data. Candidates are asked to research relevant strategies to address the need and report out findings and analysis. The observation template used in MSC 432/441 includes indicators for observing assessment in instruction.

Recommendations

- Provide more opportunity for candidates to use diagnostic assessment to evaluate student learning, implement evidence-based interventions, and develop a system for progress monitoring and analysis of student outcomes to allow for continuous improvement.
- Increase the knowledge and use of appropriate research-based interventions as it relates to student’s needs in areas identified through both formative and summative assessment.
- Provide more opportunity for candidates to gain proficiency in culturally responsive teaching as it relates to choral and instrumental selections used for music instruction.

1.5 Technology	Meets Expectations
The program integrates instruction about technology and digital age learning experiences throughout the program.	

- Evidence that candidates learn to use technology to support student learning and model digital age work. There were courses and examples of how candidates’ use of technology was assessed. For example, candidates’ use of technology is a component of the rubric used at the Prior to Licensure Rubric for Defense Interview and is also included as part of the SRU Lesson Plan Rubric.



- The reviewers found evidence that candidates learn to use technology to support student learning and model digital age work. In SCD 299: Secondary Field Experience in a Multicultural Society, candidates complete a *Technology Self-Assessment Tool* to evaluate their own understanding of how technology is used for student learning.
- Candidates reported that new educational technology was shared across the program and the small cohort model made this sharing a valuable and collaborative process. Faculty were timely in facilitating the sharing of new technology and indicated that students often informed the faculty of technology related instructional materials or approaches.

*Music:*

- Program faculty and candidates reported numerous examples of content-specific technologies introduced during the program, including MuseScore/Finale music composition software, Audacity/Garage Band online sequencing and recording software, iMovie/Adobe Premier audio and video editing software, and musictheory.net.

*World Languages:*

- Program faculty reported that they discuss technologies specific to teaching language in FNR/SPA 330: Practicum in Elementary Language Instruction and FRN/SPA 308: Teaching a Foreign Language.

1.6 Equity	Approaching Expectations
Candidates have multiple opportunities throughout the program to learn about and reflect on issues of diversity, bias, equity, and social justice. However, candidates develop only basic strategies for working with students with disabilities and English language learners.	

- Candidates reported reflecting on their biases and developing an awareness of their worldviews throughout the program. Students complete an Explicit Bias Assessment in EDC 120: Introduction to Race and Inequity in American Education.
- Students have opportunities to reflect on their own biases, but do not consistently develop a deeper understanding of their own worldviews, the experiences of other cultures, and the impact on learning. In addition, candidates do not develop basic skills in implementing strategies that are effective when working with families in diverse communities.
- Issues of diversity, bias, equity, and social justice are integrated throughout courses and candidates are required to complete projects, assessments, and create lessons based on their developing knowledge. Candidates complete EDC 120: Introduction to Race and Inequity in American Education early in the program. In addition to EDC 120, candidates are also required to complete courses that address issues of diversity and equity: SED211: Introduction to the Characteristics of Students with Exceptionalities, SCD298: Tutoring and Mentoring in a Multicultural Society I, and SCD299: Tutoring and Mentoring in a Multicultural Society II.

*Recommendations*

- Although reviewers saw some evidence of candidates working with families, the program should provide students with the opportunity to develop effective strategies in working with diverse families and communities. Building an application component into coursework or clinical experiences can enable teaching candidates to actively engage diverse families and community members.



- Evidence-based strategies for working with diverse populations (MLL, students with disabilities) were directly addressed in the courses mentioned above but could be embedded within all coursework to promote application and transferability of these skills.
- There should be an intentional plan and documented check-in process of candidates working with families. This should include translations and tools that provide data on student progress specifically for students who identify as MLL or have an IEP.

1.7 Rhode Island Educational Expectations	No Rating
The program provides limited opportunities for candidates to learn about and become proficient in important Rhode Island educational initiatives.	

- The PREP-RI team did not rate Component 1.7 because RIDE did not provide explicit guidance to preparation programs related to RI Initiatives during the COVID-19 pandemic.

## Standard 2: Clinical Partnerships and Practice

2.1 Clinical Preparation	Meets Expectations
Candidates' clinical preparation is coherent and links theory to practice. Clinical experience is of sufficient length and provides candidates with a range of experiences.	

- Student teaching experience is of sufficient duration. Clinical experiences begin in the candidates' sophomore year and continue throughout the program. The program reported that candidates complete between 38 and 75 hours of field experience prior to a 60-hour practicum and 16-weeks of student teaching experience during their senior year.
- Candidates had multiple school placements and had the opportunity to work in a range of grades and environments.
- The practicum experiences align intentionally to specific courses and serve as field settings to observe, implement, and practice skills, strategies and assessments featured in courses.
- Candidates reported taking over full teaching responsibilities as early as the second week of student teaching because they had prior practicum experience in the same setting.

### *Music:*

- Candidates complete pre-practicum clinical experiences in the following four courses: EDC/SCD 298 Tutoring & Mentoring I, EDC/SCD 299 Tutoring and Mentoring II, MSC 242 Elementary Methods, and MSC 243 Instrumental Methods.
- Candidates complete a 60-hour practicum, MSC/SCD 440 Practicum, split between an elementary/middle school during fall of their senior year. Candidates return to the same placements in the spring to complete student teaching.

### *World Languages:*

- Candidates complete pre-practicum clinical experiences in the following five courses: EDC/SCD 298 Tutoring & Mentoring I, EDC/SCD 299 Tutoring & Mentoring II, FRN/SPA 330 Practicum in



Elementary Language, SCD 321 Curriculum, Instruction, and Assessment I, SCD 322 Curriculum, Instruction, & Assessment II.

- The World Languages program added FRN/SPA 330 Practicum in Elementary Language in spring 2021 to provide candidates additional practice in an elementary or early middle school setting. The program reported that finding appropriate elementary or early middle school placements for French is a current challenge.
- Candidates complete their practicum (SCD 440 Practicum in Secondary Education) and student teaching (SCD 441 Student Teaching) in high school settings.

2.2 Impact on Student Learning	Approaching Expectations
The program features a student impact project in all programs but is not structured in a way that enables candidates to demonstrate an increasingly positive impact on students' learning.	

- Candidates have multiple opportunities during their clinical experiences to demonstrate student learning. Candidates design standards-aligned lessons which include formative and summative assessments during methods courses. As part of methods coursework, candidates analyze student assessment data to inform future planning and lessons at their practicum or student teaching placements.
- Candidates across all programs reported that the Student Impact Project is the primary method used to demonstrate positive impact on learning during their clinical experience. The Impact Project requires students to develop an intervention plan to treat areas of need as determined by baseline data.
- Lesson plan templates and candidate and completer work samples reflect regular use of assessments to inform student learning and differentiate instruction.
- Reviewers noted that assessment and use of data is present in course work, lesson plan templates, and classroom observation rubrics. However, reviewers found during interviews that the Student Impact Project was primarily described as a small group intervention. The team found that the approach to demonstrating positive impact on student learning did not connect to early clinical experiences or lacked coherence across all clinical experiences.

Recommendations

- Provide additional explicit instruction, practice, and assessment in how to modify instruction and practice based on the analysis of a variety of data.
- Review course syllabi and all clinical experiences to ensure that candidates experience a coherent approach to using data and assessment to demonstrate positive impact on student learning that extends beyond or expands on the intervention approach of the Student Impact Project.

2.3 Clinical Partnerships for Preparation	Approaching Expectations
The program has several formal and informal partnerships but does not track and analyze data for agreed upon measures of partnership effectiveness.	





- Reviewers noted that the clinical partner interviews expressed general satisfaction with the existing partnership with Salve and cited Salve’s efforts to understand the value or role of community in education programming. Clinical partners also detailed ways that Salve could expand and strengthen partnerships to increase the mutual benefit to schools and districts. These included having candidates more involved in out-of-school events and programs, earlier involvement prior to student teaching and sitting in on various planning meetings (candidates participating in special education planning meetings was cited as an example of mutual benefit for the candidate and the district).
- There are common assessments for evaluating observations and providing feedback across programs. Reviewers did not see the tools in use during site visits.
- Programs do not track and analyze data for agreed upon measures of partnership effectiveness.
- Clinical partners expressed positive feedback regarding the preparedness of candidates and communication with Salve, even indicating that they are very interested in hiring Salve completers who might choose to stay in RI.

Recommendations

- Salve should establish clinical partnerships that include agreed upon measures of the partnership effectiveness and create annual processes for collaboratively evaluating the data to inform continuous improvement of the partnership.

2.4 Clinical Educators	Does Not Meet Expectations
The recruitment and selection of clinical educators relies heavily on informal relationships and lacks clearly utilized criteria.	

- Partnership Agreements between Salve and RI school districts provide criteria for the selection of clinical educators and describe the roles and responsibilities of the Salve and the partner district. However, reviewers did not see evidence that criteria were consistently used to determine the quality of the educator’s ability to work with adult learners and ability to mentor and coach candidates.
- Reviewers found that the recruitment and selection of clinical educators relies heavily on informal relationships and lacks clearly utilized criteria. This was confirmed during interviews with clinical partners, clinical educators, and candidates.
- Reviewers found evidence of a clinical educator orientation but no clear indication that clinical educators are provided common expectations or training around coaching or working with adult learners.

*Music:*

- Program faculty meet to discuss each student and which clinical educator(s) might be a good match for the student given the clinical educator’s strengths and how they might support the candidate. They then reach out informally to schools for an initial conversation before the university formally establishes a partnership.



*World Languages:*

- Reviewers noted that the world languages program identified key criteria for identifying clinical educators, but these criteria are not yet formally reflected in process documents. Program faculty noted that they are building a network of potential clinical educators. Prior to placing students, program faculty observe potential clinical educators and look to make sure that they teach in the target language and that educators are familiar with the ACTFL standards.

Recommendations

- Establish a systematic process to ensure the highest quality clinical educators are recruited, trained, and intentionally paired with candidates. Develop a system for more intentional pairing of clinical educators and candidates based on individual candidate needs and expertise/strengths of clinical educators.
- Create training for clinical educators that not only orients them to SRU educator preparation programs but develops them as mentors and coaches. The training should include the ability to work with adult learners, coaching and supervision skills, and ability to evaluate and provide feedback to candidates using program and partner assessments. As needed, include additional mutually agreed upon criteria.

**Standard 3: Candidate Quality, Recruitment, and Assessment**

3.4 Assessment Throughout Preparation	Approaching Expectations
The program has established an assessment system which clearly communicates transition points but lacks a systemic approach to monitoring and supporting candidate development throughout progression.	

- The assessment system has three transition points: readiness for admission, readiness for student teaching/internship, and recommendation for certification.
- These three assessment points are described in the Assessment Handbook as: Readiness for admission (R), Completion of Methods (C), and Prior to Licensure (P). These designations of R, C, and P were also included on course syllabi to connect the RIPTS to the progression through the program.
- Candidates are accepted into the program when all “readiness for admissions” requirements are met. The program evaluates candidates’ GPA, basic skills assessment scores (ACT, SAT, Praxis CORE), and Self-Assessments in Professional Dispositions, Culturally Responsive Dispositions, and the Rhode Island Professional Teaching Standards. Faculty and Clinical Field references Candidates are also required for admission. These references ask the faculty or educator in the field to rate candidates in the areas of communication skills, emotional maturity, dependability/reliability, and potential for success and lifelong learning.



- In order to progress to student teaching, candidates must submit and present a methods portfolio which includes transcripts, field assessment forms, resume, cultural and professional dispositions, self-assessments, and 3-5 selected artifacts from courses. Candidates must demonstrate proficiency in their content area prior to student teaching by passing all content course work with a “C” or better and passing the Praxis II assessment. This typically occurs during the spring of candidates’ junior year; however, exceptions were made during the pandemic and candidates were able to student teach prior to taking and passing the Praxis II. At this stage, candidates below a 2.75 GPA in all education courses are not allowed to continue with the program.
- In interviews candidates reported they were generally aware and could speak to what was required of them to advance from one transition point to the next.
- While faculty and candidates reported that faculty know where candidates are in their progression through the program, there is not a systemic approach to monitoring and supporting candidate development throughout progression.
- The review team found that the assessment system requires candidates to complete many tasks and assessments in the form of a Methods Portfolio and Prior to Licensure Portfolio. The review team also noted that self-reflection was the primary method of assessing cultural and professional dispositions.

#### Recommendations

- Review course syllabi, key assessments, and the assessment system to ensure that there is a systemic approach to monitoring and supporting candidate development throughout progression.
- Hold training and calibration sessions to ensure program faculty, clinical educators, and clinical supervisors have a common understanding of performance expectations and can use the tools with fidelity. Share examples of practice with candidates to help them understand what expected performance looks like for each indicator of the rubrics.

3.5 Recommendation for Certification	Approaching Expectations
Programs have assessments in place to assess candidate readiness but implementation does not ensure that the program recommends only candidates who demonstrate proficiency on the full range of competencies for certification.	

- Candidates must submit a portfolio prior to licensure which includes 3-4 formal observations, dispositions self-assessment, mid and end-point evaluation, student impact study, and 3-4 selected artifacts providing evidence of why they should be recommended for licensure.
- Programs have assessments in place to assess candidate readiness for day 1 of teaching, but there are not clear criteria for recommendation for certification.
- The expected performance level on performance assessments is unclear, both in terms of the overall minimum score needed to progress and the expected level of performance at each indicator.



Recommendations

- Review candidate assessment measures in conjunction with the RIPTS and professional association standards to ensure that measures accurately assess candidate proficiency in all the knowledge, skills, dispositions, content, and content pedagogy needed to be a successful educator. Ensure that all faculty, clinical supervisors, and clinical educators have shared rigorous and clear expectations for candidates.
- Collaborate with partner districts to revise and implement training for both clinical educators and clinical supervisors. During training and subsequent calibration sessions, communicate clear expectations for feedback (when, how, what detail) and ensure that clinical educators, school and district leaders, and clinical supervisors have shared expectations for candidate performance.

**Standard 4: Program Impact**

4.1 Evaluation Outcomes	Approaching Expectations
The program surveys employers annually. Low survey response rates limit the ability to produce actionable data.	

- The program reported that surveys are sent annually to employers of recent program completers. The survey questions address the employer perceptions around completers’ strengths and/or areas for growth related to assessment, communication, data use, impact on student outcomes, and classroom management. Open ended questions allow employers to provide feedback on a candidate’s strengths and the program more generally.
- The program reported that the survey is sent to employers of alumni who shared their principal’s contact information in an alumni survey. The program sends surveys annually to the employers of recent program completers; however, response rates are low.
- Salve reported eight (8) responses from employers across the three years of survey data. Nearly all respondents rated Salve completers as “extremely prepared” or “prepared,” on each question. Two completers were rated “somewhat prepared” and “not prepared” in the area classroom management. It must be noted that each of these candidates’ clinical experience was interrupted by COVID-19.

Recommendations

- Research best practices for survey administration and response rates and seek feedback from districts about how to improve survey administration and response.
- The program indicated that the principal emails are collected through annual completer surveys. Consider additional ways to maintain formal and informal contact with candidates after program completion in addition to surveys sent to Salve email accounts.



4.2 Employment Outcomes	Approaching Expectations
The program surveys program completers annually. The program makes some effort to track post completion employment and satisfaction.	

- Programs use Salve emails to reach out to program completers annually with a low response rate to those surveys. Program leadership indicated that candidates often do not check their Salve email after completion of the program which presents challenges to outreach efforts.
- Program leadership indicated that there had been some efforts to track candidates through social media, but no system is established to track completers beyond outreach through Salve email.

**Recommendations**

- Recognize that Component 4.2 is a program-level responsibility. The program should view recent graduates as strong sources of information for program improvement. As such, programs should work more closely with completers to maintain lines of communication.
- Consider additional ways to maintain formal and informal contact with candidates after program completion in addition to surveys sent to Salve email accounts.

**Provider-Level Findings and Recommendations**

**Standard 3: Candidate Quality, Recruitment, and Assessment**

3.1 Diversity of Candidates	Does Not Meet Expectations
The provider does not recruit, admit, or support high-quality candidates who reflect the diversity of Rhode Island’s PK-12 students, nor does the provider and its programs capitalize on the diversity of its student body.	

- Teacher candidates do not reflect the gender, racial, and ethnic diversity of Rhode Island PK-12 students. Based on the current candidate data file provided by Salve Regina University, 88 percent of candidates currently enrolled in SRU’s education programs identify as White and 90 percent identify as female. In comparison, about 54 percent of RI PK-12 students identify as white and 48 percent identify as female.
- Salve Regina University leadership and faculty reported in multiple interviews that increasing the diversity of the student body is a top priority. In recent years, the university has allocated new resources to address issues of diversity, equity, and inclusion, including a Presidential Commission for Equity and Inclusion and a Diversity and Inclusion Task Force and Fellowship program. However, at the time of the visit, the university lacked evidence of success in increasing the diversity of its university and education programs
- In recent “research conducted with more than 500 Salve Regina students”, “students of color reported significantly less comfort, more feelings of prejudice, and less support than did white students.” In response, the SRU Diversity and Inclusion Task Force focused on race and racism for the 2017-20 academic years. The Presidential Commission for Equity and Inclusion also is working on initiatives that include developing processes to redress bias on campus, hosting an annual equity and inclusion summit; designing and implementing training for the campus community focused on issues of diversity, equity, and inclusion; and developing a leadership



program for faculty. At the time of the visit, many efforts were still in planning phases and therefore the university did not have evidence of improvement.

- During multiple interviews, reviewers heard microaggressions, misconceptions, and inappropriate comments about both teacher candidates and PK-12 students of color, underscoring the immediate need for SRU leadership, faculty, and students to engage in deep anti-bias and cultural competency training.

Recommendations

- Develop specific recruitment goals that include minimums for applicant demographic groups.
- Engage Salve Regina University students and teacher candidates in the process of developing a recruitment plan in ways that do not tokenize underrepresented students
- Provide clear expectations and professional development for faculty to ensure faculty model culturally responsive practices and asset-based mind sets.

3.2 Response to Employment Needs	Approaching Expectations
The provider has made some effort to modify program offerings in response to employer needs and has made some effort to seek and provide candidates with current data about employment prospects.	

- In recent years, Salve Regina University has added new programs and modified some programs to make candidates more marketable. Salve Regina University began offering a Secondary Chemistry Education program in 2019 and is approved to offer a program leading to dual certification in Early Childhood and Early Childhood Special Education. The program also added EDC 354: Strategies for Teaching English Learners and SCD 310: Secondary Strategies for Teaching English Learners to multiple programs to improve candidate preparation to teach multilingual learners.
- Flyers for each education major used at admissions events highlight that 98 percent of Salve Regina alumni are employed or in graduate school six months after commencement; this statistic is not specific to education majors so may not be representative of the specific program highlighted in the flyer. However, flyers include examples of where recent graduates with the specified major are working or pursuing advanced graduate degrees.
- During their program, the provider offers multiple panel discussions with recent alumni to talk about their experiences teaching.
- The provider reported that they support candidate job searches through ELC 490: Senior Seminar, which covers the preparation of resumes, cover letters, and professional portfolios and offers opportunities for mock interviews. Candidates can also access Handshake, a virtual platform that connects candidates with a variety of job opportunities and potential employers.

Recommendations

- Develop a process and determine the individuals responsible to conduct, on an annual basis, a needs assessment for employment prospects in Rhode Island and the region including hard-to-staff areas and schools. Include in this process annual consulting with clinical partners to



determine their employment needs—both certification areas and prospective educator skills and capacities.

- Require each program to report to Salve leadership on an ongoing basis how it uses employment information to review and make changes to the program curriculum and learning opportunities reflective of the employment information.
- Build upon current efforts to share hiring data with candidates by sharing information with prospective candidates and in candidate advising.
- Continue efforts to identify and adapt current programs based on needs in the field. Work to ensure that candidates in surplus areas understand their employment prospects and encourage them to enroll in programs in hard to staff areas.

3.3 Admissions Standards for Academic Achievement and Ability	Approaching Expectations
Provider and program admissions requirements meet Rhode Island Department of Education expectations. Salve Regina University has an approved conditional acceptance policy for candidates not meeting the math testing requirements but does not clearly track subsequent performance.	

- Program and provider minimum admissions requirements generally meet Rhode Island Department of Education expectations. Admission materials state that undergraduate candidates must demonstrate an overall GPA of 2.75 and minimum performance on admissions test scores and graduate candidates must demonstrate an overall GPA of 3.0 or higher.
- RIDE has approved Salve Regina University’s Conditional Acceptance policy, which specifies that candidates who do not meet the basic skills testing requirements for math may be admitted if they successfully complete a one-credit course “designed to address the content in the math basic skills subtest and mimic content of the Praxis Core exam.” Based on a tracking file supplied by provider leadership, 34 students have taken the course to date. All candidates have progressed through Transition Points 2 and 3 where applicable.
- In interviews, multiple candidates questioned the quality and usefulness of EDC 140, the course required if candidates do not meet basic skills requirements. The provider should collect more feedback from candidates and revise the syllabus as appropriate to make it more relevant.

3.6 Additional Selectivity Criteria	Approaching Expectations
The provider has identified a set of professional dispositions and a set of cultural dispositions. However, program assessment systems emphasize self-reflection based on these dispositions and candidates receive little if any feedback on their dispositions unless there is a significant issue.	

- Programs integrate a Cultural Dispositions Survey and a Professional Dispositions Survey into their assessment systems—both of which are self-assessments. The tools used are not of high quality and do not clearly define the indicators or the desired levels of performance. Reviewers raised concerns about the validity of a self-assessment with high stakes (i.e., progression through the program) as a measure of professional dispositions.



- The Cultural Dispositions Survey is adapted from two research articles. The survey divides indicators into four domains: Sociocultural Consciousness, Pedagogical Strategies, Content and Curriculum, and Communication and Relationships. At each transition point in the program, candidates must self-rate each disposition on a scale from 0 to 3 and provide evidence and examples. The rubric does not clearly delineate levels of performance for each indicator beyond the general scale (3=More than proficient, 2=Proficient, 1=Less than proficient, 0=Not present, N/A=Not applicable). If the mean score is below 1.5 for Transition Point 1 or 2.0 for Transition Points 2 and 3, then the student and professor must develop an improvement plan.
- All education programs also include a Professional Dispositions Survey in their assessment system. The university did not cite a research base for this instrument. The tool organizes indicators into nine domains: Collaboration, Honesty/Integrity, Respect, Respect for Learning: Respect for the Intention to Acquire Knowledge, Reflection, and Emotional Maturity. Candidates self-rate each disposition on a scale from 0 to 3 and provide evidence and examples. The rubric does not clearly delineate levels of performance for each indicator beyond the general scale (3=Consistently, 2=Usually, 1=Rarely, 0=Never). If a student achieves a mean score below 2 for Transition Points 1 and 2, then the student and professor must develop an improvement plan.
- Faculty, staff, and, at Transition Point 3, the clinical educator, review the self-assessment, but they do not assess the candidate’s dispositions themselves. Candidates noted that they sometimes receive feedback on their disposition surveys, but usually this feedback centers on additional examples that candidates might include as evidence rather than actual performance. Reviewers and a small number of faculty expressed concern that the current assessment system structure may not provide sufficiently clear expectations or opportunities for faculty to provide feedback, further support, and/or help counsel out candidates who struggled in professional and cultural dispositions.

Recommendations

- Revise dispositions surveys to more clearly articulate what performance looks like at each level of the rubric. Provide greater documentation and transparency of the research that informs the criteria for professional dispositions.
- Revise the system so that candidate progression through the program includes ratings and feedback from SRU faculty and, where applicable, the clinical educator on dispositions.

**Standard 5: Program Quality and Improvement**

5.1 Collection of Data to Evaluate Program Quality	Approaching Expectations
The provider collects data on candidate and completer performance and completer impact on PK-12 students but does not yet do so systematically. Data from key assessments do not provide valid and consistent interpretation of data.	

- The provider and programs have some structures to collect data on program quality. The provider collects data from candidates via course objective surveys where candidates indicate if a course objective has been met, university course evaluations, and Quality of Feedback surveys, where candidates give examples of feedback they’ve received from supervisors and clinical educators.





- The provider reported that it also gathers data from discussion notes from faculty meetings, annual surveys of other stakeholders, and aggregated key assessments. However, given concerns about the quality of the candidate performance assessment system (see 3.4 and 3.5), data from key assessments do not provide valid and consistent interpretation of data.

Recommendations

- Work with the programs to develop a common, comprehensive assessment process that includes consistent instruments, criteria, and processes to allow for the collection, aggregation, and disaggregation of data for continuous improvement.
- Ensure that the key assessment data provides a consistent interpretation across all programs.

5.2 Analysis and Use of Data for Continuous Improvement	Does Not Meet Expectations
The provider has not established and implemented systems, structures, and processes to analyze data and use it for continuous improvement.	

- Provider leadership discussed its use of flowcharts to “systematically trace treatment of key areas, including guiding values, department wide.” Leadership described how it also uses flowcharts to map curriculum to see when concepts are introduced, taught explicitly, and assessed, and noted that it tries to utilize a spiral approach during its annual faculty summits. The provider noted recent changes it made to curricula to incorporate effective strategies more systematically for teaching multilingual learners and increase opportunities for data-driven instruction.
- In interviews, when asked to describe improvements they have made to programs, the provider noted they recently worked to increase focus on math in early childhood and elementary programs. When asked what prompted the change, leadership said, “RIDE pointed it out to us” rather than point to their own internal review of data.
- Although the provider described some systems and processes to analyze data, implementation of these systems and processes is not systematic and does not reflect a shared and systematic commitment to continuous improvement. For example, all students in each course receive a Course Objective Survey, which asks students to share to what extent the course objectives were met. If 79% or fewer students indicate that a course objective is met, course instructors are supposed to identify specific changes they will take. In documents and in interviews, reviewers found multiple examples where faculty did not identify any changes even though protocol suggests they need to, or simply modified the objective rather than address potential underlying issues why the objective was not met.
- Provider leadership gave one example of how a faculty member is studying a specific curriculum change over time, but this is not common practice.

Recommendations

- Review the expectations of this component. Establish and implement a systematic and annual process to analyze data on program performance, perception data, and candidate outcomes.



- Consider how to leverage departments/program faculty for continuous improvement. Some protocols currently rely on conversations between the faculty and the department chair rather than leverage the collective expertise and perspectives of faculty.
- Develop and implement a process to analyze data to evaluate the relationships between specific practices, candidate performance, and completer impact.
- Develop and implement a process to collect and analyze data on program improvement efforts to monitor the effectiveness of the change.

5.3 Reporting and Sharing of Data	Approaching Expectations
The provider and its programs meet Rhode Island Department of Education reporting requirements but do not widely share additional information with stakeholders.	

- The provider includes links to the Rhode Island Educator Preparation index and federal Title II reporting on each program page of its website. (Example: <https://salve.edu/early-childhood-education-and-special-education>)
- The provider fulfills its state and federal data reporting requirements in a timely manner.
- The provider does not make additional efforts to widely share or communicate program and completer performance, impact, and employment other than lists of where recent completers were hired.

Recommendations

- Develop and implement a process to share widely program and candidate performance data and outcomes with stakeholders, partners, and the public.

5.4 Stakeholder Engagement	Does Not Meet Expectations
The provider rarely engages stakeholders in reviewing program performance.	

- The provider reported that it uses a district partner advisory meeting, the annual clinical educators meeting, and surveys as forms of stakeholder engagement.
- The district partner advisory meeting convened in March 2019, and provider leadership noted that participation was low. Provider leadership intends to convene focus groups but had not yet done so at the time of the visit.
- The provider noted that faculty collect additional feedback through informal conversations with clinical partners, but this information is not clearly documented.

Recommendations

- Reinstate an advisory committee or similar structure that includes representative voices from alumni, current students, and partnership schools.
- Convene the advisory committee or similar structure regularly.



- Identify a clear charge for the advisory group that prioritizes continuous improvement and includes analysis of system-level data.
- Ensure stakeholder voices are seen and visible in institutional change, public-facing goals, and department initiatives.

5.5 Diversity and Quality of Faculty	Does Not Meet Expectations
Most faculty members have appropriate qualifications and are highly supportive of their candidates. However, the provider and its programs do not sufficiently evaluate faculty and assure that faculty maintain currency. The composition of the faculty does not reflect the diversity of Rhode Island.	

- The review team engaged in significant conversation around this component of the rubric and noted that the rating of Does Not Meet Expectations should not be interpreted as faculty are not qualified to teach. A review of curricula vita and faculty qualification revealed that most faculty members are fully qualified for their roles and are knowledgeable about their field. Candidates spoke highly of most faculty members and provided specific examples of how faculty support candidates during their program. However, concerns about other aspects of this component led the team to rate this component as Does Not Meet Expectations.
- Programs do not sufficiently ensure that faculty maintain currency in their content areas; in issues related to diversity, equity, and inclusion; and in culturally responsive and anti-racist instruction, as evidenced in interviews with multiple stakeholders and some course syllabi. The provider reported that United Educators provides training to faculty related to diversity, equity, and inclusion, but this training is insufficient.
- University policy specifies that non-tenured faculty must be evaluated, including annual observations by the Department chair or a designee during the probationary period. Once tenured, faculty are not evaluated unless they seek to become a full professor. Tenured faculty submit an annual report that usually the Chair of Education reviews. Provider leadership reported that the Chair of Education evaluates adjunct faculty.
- The university uses course evaluations to measure the effectiveness of faculty instruction. However, the provider does not consistently use course evaluations to inform continuous improvement of programs.
- Provider leadership noted that diversifying faculty is a campus priority. Leadership noted as its primary recruitment strategy that it lists jobs on HigherEdJobs and lists them specifically under Diversity and Inclusion job listings. In the past three years, 26 percent of the 27 new institutional faculty hires have identified as Hispanic/Latino, Asian, African American, or American Indian/Alaskan Native. However, within the Education Department, all three new hires within the past three years have identified as White females.
- As noted in Standard 3, Salve Regina University has established a Presidential Commission for Equity and Inclusion, whose initiatives for 2020-23 include reviewing hiring processes and making recommendations on how to recruit, select, and support future faculty. However, at the time of the visit, work was still in its early phases.



Recommendations

- Continue the institutional efforts to recruit, hire, and promote faculty and staff members from diverse backgrounds. Continue the institutional efforts to create a supportive and inclusive environment for faculty and candidates from diverse backgrounds.
- Use course evaluation to inform continuous improvement efforts.
- Continue to engage with the University on the existing Equity and Inclusion initiatives.

5.6 Other Resources	Approaching Expectations
The provider has sufficient resources to deliver effective educator preparation consistent with most of the expectations of the Rhode Island Standards for Educator Preparation but would benefit from additional resources dedicated to data analysis and faculty professional learning.	

- As identified in 5.1, the provider and its programs do not have a data management system and recognize that their ability to collect and manage data is limited as a result. As also reported in 5.1, the provider may need additional staff to support, manage, and coordinate a systematic data collection system. Multiple faculty members reported—and the review team agreed—there is a need for a designated data analyst who can support collection and analysis of program data.

Recommendations

- Work with Faculty and Programs to establish a data management system to allow for the collection, aggregation, and disaggregation of data for continuous improvement.
- Establish a data analyst position to coordinate the collection and analysis of data across all programs.



## 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

*Review teams use the following guidance to make program classification, provider approval term, and approval condition decisions. Note: Review teams may use professional judgment and discretion when making these decisions based on the overall performance of the program and provider.*

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

Provider Approval Term	Description	Conditions
7 Years	All programs have classifications of Approval with Distinction or Full Approval. Most provider components are rated Meets Expectations.	No conditions



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



## Appendix C: Glossary

**Candidate:** A person 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 partner:** District, charter, or private school where a candidate is placed during clinical experiences

**Clinical preparation:** 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

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

