



PREP-RI Rhode Island
Department
of Education

Review Team Performance Report

Rhode Island College

March 26 – March 29, 2023



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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 systematically improve program and provider quality. The Rhode Island Standards for Educator Preparation (Appendix A) articulate the expectations for program and provider performance as well as those for continuous improvement.

As part of the PREP-RI process, a team of independent reviewers evaluate program and provider quality. The reviewers base their evaluation on all evidence made available to them by the program and provider: pre-visit evidence, on-site evidence, data, documentation, observations, and interviews with faculty, staff, candidates, completers, and other stakeholders. Based on this evaluation, the review team assesses program and provider performance for each component of the Rhode Island Standards for Educator Preparation, designates a program classification, and assigns a provider approval term¹. To support continuous improvement, the review team also provides specific and actionable recommendations, suggestions, and commendations. Additional information regarding the PREP-RI process is available on the [RIDE website](#).

Report Purpose and Layout

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

The report has three sections: Report Summary, Program Components Findings and Recommendations, and Provider Components Findings and Recommendations. The Report Summary provides specific details from the review, the program classifications, provider approval term, and tables of component-level performance ratings for the programs and provider. The program classifications are based on 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.

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

The Program and Provider Component Findings and Recommendations sections contain specific information regarding provider and program performance for each component. The sections include a summary statement of the current level of performance for the component. The summary statement is followed by a brief list of evidence that details the performance level and, where appropriate, suggestions for improvement or commendations for notable practice. Components 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, Rhode Island College 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

The educator preparation provider, Rhode Island College (RIC), offers ten (10) RIDE-approved teacher and support professional programs. RIC has been a RIDE-approved educator preparation provider since 1972. The educator preparation programs at RIC were last reviewed in 2016 as part of the Performance Review for Educator Preparation in Rhode Island process (PREP-RI). The tables on the following pages list the programs and courses of study reviewed during the 2023 PREP-RI 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.

Teacher Certification Programs

Certification Program	Undergraduate	Graduate	Non-Degree
All Grades Education	B.S. Art Education	M.A.T. Art Education	
	B.M. Music Education	M.A.T. Music Education	
	B.A. World Languages Education*	M.A.T. World Languages Education*	RITE World Languages Education
	B.S. Health Education		
	B.S. Physical Education		
	B.S. Technology Education		
Early Childhood Education	B.S. Early Childhood Education		
Elementary Education	B.S. Elementary Education/Elementary Special Education	M.A.T. Elementary Education	

Certification Program	Undergraduate	Graduate	Non-Degree
	B.A. Elementary Education with a concentration in Science		
	B.A. Elementary Education with a concentration in Mathematics		
Middle Grades			English
			Mathematics
			Science
			Social Studies
Secondary Education	B.A. Secondary Education (English)	M.A.T. Secondary Education (English)	RITE English
	B.A. Secondary Education (Mathematics)	M.A.T. Secondary Education (Mathematics)	RITE Mathematics
	B.A. Secondary Education (General Science)		RITE General Science
	B.A. Secondary Education (Social Studies)		RITE History or Social Studies
Special Education		M.Ed. Early Childhood Special Education	
	B.S. Elementary Special Education	M.Ed. Elementary Special Education	
		M.Ed. Secondary Special Education	
	B.S. Severe Intellectual Disabilities	M.Ed. Severe Intellectual Disabilities	
TESOL		M.Ed. TESOL	TESOL
		M.Ed. Urban Multicultural Special Education	
Bilingual Dual Language		M.Ed. TESOL with a concentration in Bilingual Dual Language	TESOL with concentration in Bilingual Dual Language

*Languages are French, German, Portuguese, Spanish.

Support Professional Certification Programs

Certification Program	Undergraduate	Graduate	Non-Degree
Reading Specialist		M.Ed. in Reading	
School Psychologist		M.A. in School Psychology	C.A.G.S. in School Psychology

The review team conducted the review from March 26, 2023 to March 29, 2023. Review team members were:

- Jill Mennucci, East Providence
- Lisa Nugent, Rhode Island Department of Education
- David Fuentes, William Paterson University
- Marissa St. Louis, Pawtucket
- Brian Baldwin, Kean University
- Maria Hunter, South Kingstown
- Lisa Leaheey, North Providence
- Aréema Sweeney, Trinity Academy for Performing Arts
- Jill Cyr, Cranston
- Brian Kampper, Pawtucket
- Melissa Labossiere, Pawtucket
- Cynthia Grammer, Berklee College of Music
- Joseph Morgan, University of Nevada Las Vegas
- Lisa Colwell, Bristol-Warren
- Paul Abraham, Simmons University
- Agnieszka Bourret, Rhode Island Department of Education
- Arthur Hernandez, University of the Incarnate Word
- Elena Forzani, Boston University
- Jessica Lavalley, Narragansett

Lisa Foehr, Gina Masiello, Clayton Ross, and Kristin Re represented RIDE. Consultants, Saroja Warner, Brittany Chambers, Mark LaCelle Peterson, Sarah LaVan, and Sungti Hsu, 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

Program classifications indicate the quality of the individual certification area programs offered by the provider as determined by the reviewers' evidence-based ratings for each program-level component.

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

Program	Classification
Teacher Certification Programs	
All Grades	Full Approval
Early Childhood	Approved with Conditions
Elementary Grades	Full Approval
Middle Grades	Full Approval
Secondary Grades	Approved with Conditions
Special Education	Approved with Distinction
TESOL	Approved with Conditions
Bilingual/Dual Language	Approved with Conditions
Support Professional Certification Programs	
Reading Specialist	Approved with Conditions
School Psychologist	Approved with Distinction

Provider Approval Term

Provider approval term indicates the overall quality of the educator preparation provider based on the classifications for each of the provider’s programs as determined by the reviewers’ evidence-based ratings for each provider-level component (see Appendix B for a description of approval terms).

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

Provider	Rhode Island College
Approval Term	Five Years
Conditions	
<ul style="list-style-type: none"> ● By September 2024, RIC will submit to RIDE an action plan that addresses all recommendations referenced in this report. ● By September 2024, RIC will submit to RIDE a targeted action plan for improvement of the Reading Specialist and TESOL programs that addresses components rated <i>Does Not Meet Expectations</i> and <i>Approaching Expectations</i> using recommendations from this report, as the team had more significant concerns about these programs. ● Faculty proficiency in teaching the use of technology needs to be strengthened and must be addressed as soon as possible, but no later than September 2026. 	

- RIC must increase the number of documented mutually beneficial partnerships and submit evidence to RIDE by September 2026.
- RIC must explore new ways to get feedback from program completers and employers of recent completers to aid the continuous improvement of programs. RIDE expects that RIC will pilot new methodologies to obtain feedback by December 2026 and be ready to share these results by Spring of 2027.
- RIDE will conduct a targeted interim visit to review RIC’s progress on the conditions listed in this report.

Areas of Strength and Improvement

- In response to employment needs, the Elementary Education program now requires candidates to pursue certification in either Elementary Special Education or Middle Grades Science or Mathematics in addition to the Elementary certification.
- All candidates are required to take courses in Special Education and Teaching English as a Second Language as part of their program.
- The assessment system for all programs has been redesigned to ensure teaching performance serves as the basis for candidate progression and recommendation for certification.
- Data-driven instruction has been emphasized within programs and is especially focused on the use of data to measure impact on student learning and improving instruction.
- Programs have significantly increased opportunities for candidates to apply their learning and practice teaching in PK-12 schools by expanding their clinical experiences, beginning with the first class taken by education-intended majors (FNED 101).

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	Component Ratings							
	All Grades	Early Childhood	Elementary	Middle	Secondary	Special Education	TESOL	Bilingual/Dual Language
1.1 Knowledge, Skills, and Professional Dispositions	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Approaching Expectations	Meets Expectations	Meets Expectations	Meets Expectations
1.2 Knowledge of Content and Content Pedagogy	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Approaching Expectations	Meets Expectations	Approaching Expectations	Approaching Expectations

1.3 Standards-Driven Instruction	Meets Expectations	Approaching Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Approaching Expectations	Approaching Expectations
1.4 Data-Driven Instruction	Meets Expectations	Approaching Expectations	Meets Expectations	Meets Expectations	Approaching Expectations	Meets Expectations	Approaching Expectations	Approaching Expectations
1.5 Technology	Meets Expectations	Approaching Expectations	Approaching Expectations	Meets Expectations	Approaching Expectations	Meets Expectations	Approaching Expectations	Approaching Expectations
1.6 Equity	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
1.7 Rhode Island Educational Expectations	Not Rated*	Not Rated*	Not Rated*	Not Rated*	Not Rated*	Not Rated*	Not Rated*	Not Rated*

*RIDE acknowledges that it did not update its list of RI initiatives for educator 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 Component 1.7 in the report.

Component	Component Ratings	
Support Professional Certification Area Programs	Reading Specialist	School Psychologist
1.1 Knowledge, Skills, and Professional Dispositions	Not Applicable	Not Applicable
1.2 Knowledge of Content and Content Pedagogy	Approaching Expectations	Meets Expectations
1.3 Standards-Driven Instruction	Meets Expectations	Meets Expectations
1.4 Data-Driven Instruction	Approaching Expectations	Meets Expectations
1.5 Technology	Does Not Meet Expectations	Meets Expectations
1.6 Equity	Approaching Expectations	Meets Expectations
1.7 Rhode Island Educational Expectations	Not Rated*	Not Rated*

*RIDE acknowledges that it did not update its list of RI initiatives for educator 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 Component 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	Component Ratings							
	All Grades	Early Childhood	Elementary	Middle	Secondary	Special Education	TESOL	Bilingual/ Dual Language
Teacher Certification Area Programs								
2.1 Clinical Preparation	Meets Expectations	Approaching Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Approaching Expectations	Approaching Expectations
2.2 Impact on Student Learning	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Approaching Expectations	Approaching Expectations
2.3 Clinical Partnerships for Preparation	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations
2.4 Clinical Educators	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations

Component	Component Ratings	
	Reading Specialist	School Psychologist
Support Professional Certification Area Programs		
2.1 Clinical Preparation	Approaching Expectations	Meets Expectations
2.2 Impact on Student Learning	Approaching Expectations	Meets Expectations
2.3 Clinical Partnerships for Preparation	Approaching Expectations	Meets Expectations
2.4 Clinical Educators	Does Not Meet Expectations	Meets Expectations

Standard 3: Candidate Quality, Recruitment, and Assessment

Approved programs demonstrate responsibility for the quality of candidates by ensuring that development of candidate quality is the goal of educator preparation in all phases of the program — from recruitment, at admission, through the progression of courses and clinical experiences — and in making decisions regarding whether 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	Component Ratings							
Teacher Certification Area Programs	All Grades	Early Childhood	Elementary	Middle	Secondary	Special Education	TESOL	Bilingual/Dual Language
3.1 Diversity of Candidates*	Approaching Expectations							
3.2 Response to Employment Needs*	Meets Expectations							
3.3 Admission Standards for Academic Achievement and Ability*	Meets Expectations							
3.4 Assessment Throughout Preparation	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
3.5 Recommendation for Certification	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Approaching Expectations	Approaching Expectations
3.6 Additional Selectivity Criteria*	Meets Expectations							

*Provider-level rating

Component	Component Ratings	
Support Professional Certification Area Programs	Reading Specialist	School Psychologist
3.1 Diversity of Candidates*	Approaching Expectations	
3.2 Response to Employment Needs*	Meets Expectations	
3.3 Admission Standards for Academic Achievement and Ability*	Meets Expectations	

3.4 Assessment Throughout Preparation	Approaching Expectations	Meets Expectations
3.5 Recommendation for Certification	Approaching Expectations	Meets Expectations
3.6 Additional Selectivity Criteria*	Meets Expectations	

*Provider-level rating

Standard 4: Program Impact

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

Component	Component Ratings							
Teacher Certification Area Programs	All Grades	Early Childhood	Elementary	Middle	Secondary	Special Education	TESOL	Bilingual/ Dual Language
4.1 Evaluation Outcomes	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations
4.2 Employment Outcomes	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations

Component	Component Ratings	
Support Professional Certification Area Programs	Reading Specialist	School Psychologist
4.1 Evaluation Outcomes	Not Rated*	Meets Expectations
4.2 Employment Outcomes	Not Rated*	Meets Expectations

* The Reading Specialist program at Rhode Island College is new and has not yet graduated candidates; therefore, reviewers were unable to rate these components.

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.)

Component	Component Ratings
5.1 Collection of Data to Evaluate Program Quality	Meets Expectations
5.2 Analysis and Use of Data for Continuous Improvement	Meets Expectations

5.3 Reporting and Sharing of Data	Meets Expectations
5.4 Stakeholder Engagement	Meets Expectations
5.5 Diversity and Quality of Faculty	Approaching Expectations
5.6 Other Resources	Meets Expectations

Teacher Certificate Areas: Findings and Recommendations

All Grades Education Program

The All Grades Education program includes undergraduate courses of study in Art Education (B.S.), Health Education (B.S.), Music Education (B.M.), Physical Education (B.S.), Technology Education (B.S.), and World Languages Education (B.A.). The program also includes graduate courses of study in Art Education (M.A.T.), Music Education (M.A.T.), and World Languages Education (M.A.T.).

Standard 1: Professional Knowledge

1.1 Knowledge, Skills, and Professional Dispositions	Meets Expectations
Candidates experience a consistent curriculum and develop proficiency in the Rhode Island Professional Teaching Standards (RIPTS).	

- Candidates demonstrated well-developed knowledge of the RIPTS in their interviews and work samples. Candidates did report, however, that they would like more opportunities to develop their skills in classroom management prior to student teaching.
- Feedback also indicated that candidates were able to connect the RIPTS to their teaching practice.
- A consistent curriculum is delivered to candidates as demonstrated by various syllabi and interviews with faculty and candidates.

1.2 Knowledge of Content and Content Pedagogy	Meets Expectations
Candidates demonstrate proficiency in content association standards and the critical pedagogical content concepts and practices within the program area.	

- Candidate interviews and observations showed clear understanding of and ability to apply pedagogical concepts.
- Candidates develop proficiency in implementing all professional association standards, as evidenced by candidate work samples and practicum lessons.
- Candidates in the Art Education programs take multiple foundation courses that span from art history to studio courses.
- Health Education/Physical Education candidates have many opportunities to demonstrate their knowledge of content during courses and clinical experiences.
- The World Languages Education PRAXIS pass rate demonstrates candidates' knowledge of content and content-specific pedagogy.

1.3 Standards-Driven Instruction	Meets Expectations
Candidates develop an understanding of applicable Rhode Island student standards and develop skills in designing lessons that will help students progress toward proficiency in the standards.	

- Candidates demonstrate proficiency in designing and implementing lessons that include Rhode Island Core student standards as well as content standards for NCAS, NCMS, ISTE, SHAPE, and ACTFL.
- Clinical educators reported candidates' ability to implement standards-driven instruction. Evaluations from clinical educators show that Health Education/Physical Education teacher candidates consistently meet or exceed proficiency in standards-driven instruction.
- WLED 201 specifically teaches students to develop lessons that are standards-driven.
- Candidate work samples and observations illustrate candidates' ability to design and implement standards-driven lessons and units.

1.4 Data-Driven Instruction	Meets Expectations
Candidates develop an understanding of assessment and skills in using assessment data to evaluate and modify instructional practice.	

- Evidence of data-driven instruction was present in candidate work samples and syllabi.
- Teacher Candidate Mini Work Samples (TCMWS) and student teaching observations showcase how candidates use secondary data (RIDE Report Cards, U.S. Census) and primary data (pre-tests and assessment) to inform practice and drive instruction.
- Formative and summative assessments are components in lesson plans for clinical experiences at levels 2, 3, and 4 throughout the program.
- The Teacher Effectiveness for Language Learning (TELL) project focuses on feedback and self-assessment tools.
- Candidates in the Music Education programs utilize Site Reading as formative assessment to inform their instruction.
- Health Education/Physical Education candidates take a course on assessment (HPE 326), which could be used as a model for all programs so all candidates have access to a program-specific course on assessment.

1.5 Technology	Meets Expectations
Candidates develop proficiency in designing, implementing, and assessing digital age learning experiences to support student learning.	

- All candidates utilize Google Classroom, Google Suite, and Anthology Portfolio throughout their programs. Candidates are encouraged to complete their Google 1 certification.
- Unit plans in TESL 401 class require candidates to integrate technology in teaching multilingual learners.
- The key assessment for HPE 314 is about how technology can enhance learning.
- Candidates are taught and expected to utilize Nearpod and video trackers across content areas, Adobe software in art courses, and Site Reading software in music courses.

- Candidate work samples demonstrate candidates’ ability to integrate technology into their lessons to enhance student learning.

1.6 Equity	Meets Expectations
Candidates have multiple opportunities throughout the program to develop cultural competency and dispositions needed to be effective with diverse students and families.	

- All candidates take FNED 101 and FNED 246, which explicitly offer opportunities for candidates to investigate and reflect on their own biases. These courses delve into systemic oppression and lay a groundwork for candidates to develop culturally-responsive teaching practices.
- During FNED 246 and FNED 546, candidates look at the RIDE report card and complete a “context matters” assignment in which they investigate the context surrounding schools and delve into how that affects education.
- All candidates are now required to take Special Education and TESOL courses as part of their preparation. During interviews, candidates communicated that the Special Education and TESOL courses really prepare them to work with students with exceptionalities and multilingual learners.
- Art Education practicums explicitly teach about family engagement and candidates are expected to work with families as they prepare to teach.
- Health Education/Physical Education programs have eight courses that progressively support candidates’ development and their abilities to work with diverse students, parents, and communities.
- During TESL 401, candidates form partnerships with parents to create lesson plans.
- HPE 409 provides opportunities for candidates to work with adapted and inclusive physical education.

1.7 Rhode Island Educational Expectations	Not Rated
This component will not be rated since RIDE has not updated its formal list of initiatives during the pandemic.	

Standard 2: Clinical Partnerships and Practice

2.1 Clinical Preparation	Meets Expectations
Clinical experiences offer depth and breadth, begin early, and range in the level of complexity.	

- Candidates have opportunities to enter classrooms beginning in their first class, FNED 101. These experiences consistently grow in complexity and include observations, tutoring, small group instruction, and student teaching.
- Candidates have opportunities to work in diverse settings and across grade bands throughout Rhode Island during their clinical experiences.
- Candidates complete comprehensive student teaching experiences in which they link coursework and theory to their practice.
- Candidates’ clinical experiences emphasize the full range of the RIPTS, although candidates could benefit from additional experience with the environment cluster standards in earlier experiences.

2.2 Impact on Student Learning	Meets Expectations
The programs provide coherent clinical experiences that enable candidates to demonstrate a positive impact on PK-12 students' learning throughout their clinical preparation.	

- The RI-ICEE assesses candidates' impact on student learning.
- The Teacher Candidate Work Sample (TCWS) requires candidates to illustrate and provide data to demonstrate their impact on student learning.
- Candidates from the Health Education/Physical Education program regularly reflect with clinical educators on their teaching performance and how they use data to analyze their teaching effectiveness.
- Documentation of candidate dispositions and work samples demonstrate impact on learning during clinical experiences.
- Art Education and Music Education candidates reported that they did not see the impact on student learning until the end of their student teaching experience.

2.3 Clinical Partnerships for Preparation	Approaching Expectations
Clinical partnerships exist, but are not always formalized or mutually beneficial.	

- The Stakeholder Engagement Chart shows shared responsibility for designing and refining clinical partnerships, but no evidence of formalized partnership agreements exist.
- There is not a strong system to build new relationships with schools and districts.
- There is a common assessment tool that is consistently used by program faculty and clinical educators.

Recommendations

- In addition to FSEHD's existing state CEEDAR agreement, develop a formalized, written partnership agreement to be used by all programs, schools, and community-based partners.
- Create the infrastructure to initiate and develop new partnerships that are mutually beneficial using current strong partnerships as a model to move forward. Utilize the partnership at Alfred Lima as an exemplar to build additional partnerships.

2.4 Clinical Educators	Approaching Expectations
Program faculty have strong relationships with some clinical educators, but many clinical educators reported not understanding the selection process for becoming a clinical educator as well as not having completed the associated training.	

- Training materials detail expectations of the program as well as explanation and calibration of tools; however, clinical educators indicated that training to be a clinical educator was optional and many reported that they hadn't participated in the training.
- Selection criteria and protocol to recruit clinical educators is inconsistent across programs.
- The Health Education/Physical Education program visits and observes clinical educators during recruitment.

- The Art Education programs have a process in which they speak with department heads of potential clinical educators.
- It is unclear whether clinical educators have any experience with or preparation for working with adult learners.

Recommendations

- Develop a set of procedures to recruit clinical educators, verify they are implementing effective practices in the classroom environment, require training of clinical educators in both the observation tools and methods for adult learning, and better evaluate their effectiveness as clinical educators on an annual basis using observations, decision-making points to determine inter-rater reliability, and collecting their perceptions of students on the development of skills.
- Connect with Local Education Agencies to facilitate communication and survey potential clinical educators.
- The Health Education/Physical Education department serves as a model for recruiting and retaining high-quality clinical educators. Review the process the Health Education/Physical Education department utilizes to support development of a plan to implement similar strategies across all programs.
- Provide appropriate, mandatory training for clinical educators that occurs on an annual basis. Ensure that this training includes rubric calibration and inter-rater reliability, strategies for supporting adult learners, and coaching.

Standard 3: Candidate Quality, Recruitment, and Assessment

3.4 Assessment Throughout Preparation	Meets Expectations
Candidates are assessed during admission, throughout the programs prior to student teaching, and prior to recommendation for certification.	

- Evidence clearly demonstrates that the All Grades certification area programs — Music Education, Art Education, World Languages Education, Technology Education, and Health Education/Physical Education — assess candidates during admission, prior to student teaching, and prior to recommendation for certification.
- The process is transparent, and candidates discussed the process thoroughly, demonstrating their understanding of the various assessment points and measures used.
- The assessment criteria is rigorous and aligns with the RIPTS and content standards.
- Anthology Portfolio is utilized for faculty to communicate to support students.

Recommendations

- Provide additional opportunities for candidates to gain knowledge and experience with the environmental cluster standards from the RIPTS.

3.5 Recommendation for Certification	Meets Expectations
Criteria for recommendation for certification is established and valid and reliable performance-based assessments align with Rhode Island’s evaluation system.	

- Documents outlining performance measure tools, criteria, and processes for candidate recommendation align with reports from candidates regarding their knowledge and experience in the program.

- Multiple modalities of performance metrics are utilized.
- Assessment points and the path to certification are transparent to all candidates.
- Candidates recommended for certification demonstrate proficiency in all critical concepts, principles, and practices, as well as in most of the RIPTS.
- The RI-ICEE, a major assessment measure utilized throughout the program, is aligned with the Innovation System of Evaluation used by several districts in Rhode Island.

Standard 4: Program Impact

4.1 Evaluation Outcomes	Approaching Expectations
The FSEHD surveys employers annually, but response rates are too low to yield actionable data.	

- The FSEHD surveys employers annually, during the spring term, with the most recent administration being 2022. Although the survey is constructed to yield actionable information, response rates were too low to produce generalizable results and actionable feedback.
- Employer survey results indicate that recent FSEHD graduates are consistently performing within the “Effective” – “Highly Effective” range; however, this survey was aggregated for a three-year span and was not disaggregated by program.

Recommendations

- Create clear systems and outreach to ensure a higher response rate that can provide actionable data.
- Recognize that Component 4.1 is a program-level responsibility. Disaggregate survey data by year and by program.
- Research best practices for survey administration and response rates, and seek feedback from districts about how to improve survey administration and response.
- Create a system to survey out-of-state employers of program graduates.

4.2 Employment Outcomes	Approaching Expectations
The FSEHD surveys program completers annually and disaggregates data by program, but response rates are too low to yield actionable results.	

- The FSEHD surveys program completers annually. Although the survey is constructed to yield actionable information, the response rates were too low to produce generalizable results.

Recommendations

- Create clear systems and outreach to ensure a higher response rate that can provide actionable data.
- Consider other ways, such as utilizing personal email addresses, to ensure program completers receive the survey after graduation.
- Utilize the strong relationships among faculty and students for feedback post-graduation.
- Partner with LEAs to collaborate on ways they could distribute surveys to new hires.
- Invite graduates to social gatherings, professional development, and other networking events that offer an opportunity for graduates to come back and complete surveys in person.
- Partner with alumni associations to track changes in contact information, name changes, out-of-state employment, and job/career changes.
- Research other technology-related options, like video messages and QR codes.

Early Childhood Education Program

The Early Childhood Education program is an undergraduate-level program that leads to a Bachelor of Science (B.S.) degree in Early Childhood Education.

Standard 1: Professional Knowledge

1.1 Knowledge, Skills, and Professional Dispositions	Meets Expectations
Candidates experience a consistent curriculum and develop proficiency in each of the Rhode Island Professional Teaching Standards (RIPTS).	

- Candidates demonstrated well-developed knowledge of the RIPTS as found in evidence during interviews and work samples.
- Feedback from candidates during interviews also indicated that they were able to connect the RIPTS to their teaching practice.
- A consistent curriculum is delivered to candidates through a cohort model for Early Childhood coursework.

1.2 Knowledge of Content and Content Pedagogy	Meets Expectations
Candidates demonstrate proficiency in content association standards and the critical pedagogical content concepts and practices within the program area.	

- Interviews with candidates indicated a deep, well-connected knowledge of principles, key concepts, and priority pedagogical content as set forth by the National Association for the Education of Young Children.
- Candidates were also able to connect these principles to the RIPTS in practice.

1.3 Standards-Driven Instruction	Approaching Expectations
Candidates develop a general understanding of applicable student standards. Candidates demonstrate the ability to implement standards-driven lessons.	

- Course syllabi and candidate interviews indicate that candidates are exposed to various Rhode Island student standards, but do not develop a deep understanding of all standards that are applicable to their certification area.
- Candidate work samples demonstrated deeper understanding of the Rhode Island Core Standards, but more limited experiences with the Rhode Island Early Learning and Development Standards (RIELDS) in their coursework and practicum experiences.
- Candidate work samples indicated they can develop high quality standards-based lessons and unit plans.
- Candidate work samples and feedback demonstrated strengths in standards-based lesson implementation, but limitations in assessing student progress toward proficiency in Rhode Island state standards.

Recommendations

- Thoughtfully embed RIELDS, in conjunction with Rhode Island Core Standards and Next Generation Science Standards, in all methods coursework.

- Include opportunities for Rhode Island Early Learning and Development Standards (RIELDS) to be connected to Rhode Island Core Standards and Next Generation Science Standards, ensuring candidates understand how the RIELDS bridge to new sets of standards after age five.
- Use coursework and reflection opportunities to further develop candidate understanding of what progress toward student standards look like.
- Review program scope and sequence to ensure there is a coherent experience across the continuum of PK-2 content. The program should consider moving PK coursework and clinical experiences earlier in the program.

1.4 Data-Driven Instruction	Approaching Expectations
Candidates demonstrate some understanding of how to collect, analyze, and use data to inform their practice.	

- Candidates experience one course in which assessment is deeply explored; however, because this deep dive occurs in the context of mathematics, candidates have limited proficiency with assessment as it relates to other content areas.
- Work samples indicated that, while candidates demonstrated a basic understanding of the purpose of assessment, connection to learning and its role in the instructional cycle to move forward was not always evident.

Recommendations

- Expand the focus of assessment in content area coursework. Utilize the mathematics course as an exemplar of how assessment should be woven into coursework to provide candidates with a deep understanding of the function of assessment within all content areas.
- Provide candidates additional opportunities to demonstrate understanding of the instructional cycle with a specific focus on routinely using formative assessments to inform next steps across content areas.

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

- During interviews, candidates shared that they use technology in various forms to collaborate and communicate with one another and with faculty.
- Candidates also indicated that faculty expose them to a variety of technology and platforms.
- Course syllabi indicated that technology, as it relates to PK-2 education, is taught as a stand-alone skill, and it is not present in a multidisciplinary context.
- Candidates shared in interviews that they had the opportunity to design lessons that centered around technology in their science and technology course, but did not find meaningful ways to integrate technology into other clinical experiences.

Recommendations

- Incorporate technology integration skills throughout course sequence so candidates have multiple and diverse opportunities to hone their skills.
- Increase candidate use of technology in all methods coursework so candidates develop an understanding of meaningful ways in which technology can be integrated in ways that are developmentally appropriate across content areas for PK-2 students.

- Familiarize candidates with the technology they are likely to interact with in Rhode Island early childhood classrooms. Communicate with districts to gain an understanding of the technologies and platforms that are widely used.

1.6 Equity	Meets Expectations
Candidates have multiple opportunities throughout the program to develop cultural competency and dispositions needed to be effective with diverse students. The program curriculum emphasizes Multilingual Learners and differently-abled students.	

- Evidence indicated that the program scope and sequence provide meaningful opportunities for candidates to reflect on their own biases and develop new worldviews.
- During interviews, candidates often cited experiences in FNED 101 and FNED 246 that demonstrated an intentional focus on equity.
- All candidates are now required to take Special Education and TESOL courses as part of their preparation. Student work samples from key assessments demonstrate students’ proficiency in strategies for working with English Language Learners and differently-abled students.
- Candidates frequently stated that they were prepared with a wealth of strategies to engage and support families in diverse communities.

1.7 Rhode Island Educational Expectations	No Rating
This component will not be rated since RIDE has not updated its formal list of initiatives during the pandemic.	

- The review team recommends that the program respond to fast-paced changes that are taking place throughout the early learning landscape in Rhode Island.
- High Quality Curriculum Materials and implementation, updated Rhode Island Early Learning and Development Standards, and Science of Reading training are a few of the more recent initiatives that teacher candidates should gain knowledge about during their program.

Standard 2: Clinical Partnerships and Practice

2.1 Clinical Preparation	Approaching Expectations
Clinical experiences do not meet the breadth and depth required, nor do they give candidates enough experience with diverse populations.	

- Candidate preparation at Alfred Lima Elementary is thorough; however, candidates do not experience a breadth of placements because they are all concentrated at Alfred Lima.
- All PreK experiences took place in community-based organizations.
- There were no preschool/PreK experiences within Local Education Agencies.

Recommendations

- Ensure candidates’ clinical experiences vary in grade level, setting, district, and community.
- Expand utilization of Local Education Agency preschool classrooms, including integrated preschool classrooms, for clinical placements.
- Further develop mutually beneficial clinical partnerships in additional communities. The partnership at Alfred Lima is recognized as an exemplar and should be replicated at school sites across the state.

- Review program scope and sequence to place PreK coursework and clinical experiences earlier in the program. Child development and Rhode Island Early Learning and Development Standards should be precursors to the K-2 content.

2.2 Impact on Student Learning	Meets Expectations
The program provides coherent clinical experiences that enable candidates to demonstrate an increasingly positive impact on PK-12 students’ learning throughout their clinical preparation.	

- Clinical experiences, as evident in syllabi and work samples, illustrate coherent clinical experiences that demonstrate a positive impact on students’ learning.
- Teacher Candidate Work Samples and the FSEHD General Guidance calibrate all parties in clear expectations to support teacher candidates to positively impact Rhode Island’s PK-2 students.
- Impact measures are mutually developed in partnerships, specifically one very strong partnership with Alfred Lima Elementary School.

2.3 Clinical Partnerships for Preparation	Approaching Expectations
Strong clinical partnerships exist, but are not formalized.	

- The partnership between the Early Childhood program and the Alfred Lima School was highlighted as a strong mutually beneficial partnership, although there was no evidence of a formalized written agreement.
- While current clinical partnerships exist and are built on strong relationships, there was not a system to build new relationships with other districts and schools.
- There is a common assessment tool that is consistently used by program faculty and clinical educators.

Recommendations

- Develop a formalized, written partnership agreement for the program and school and community-based partners.
- Create the infrastructure to initiate and develop new partnerships using current strong partnerships as a model to move forward.
- Continue the use of the common assessment tool. If modifications of the tool are needed, create a process to modify that is mutual, considering feedback from both the program faculty and clinical partners.

2.4 Clinical Educators	Approaching Expectations
Program faculty have strong relationships with clinical educators, but many clinical educators reported not understanding the selection process for becoming a clinical educator as well as not having completed the associated training.	

- Candidates reported strong relationships between themselves and their clinical educators.
- Clinical educators expressed that they were not certain how they were selected for their role.
- Training materials detail expectations of the program as well as explanation and calibration of tools; however, clinical educators indicated that training to be a clinical educator was optional and many reported that they hadn’t participated in the training, including calibration activities and conversations regarding expectations.

- One clinical educator reported that after filling out the form to become a clinical educator, she received a message stating that she did not meet the three years of teaching requirement, but she received an email the following day asking her to take a student teacher.
- There was no indication regarding whether clinical educators had experience supporting adult learners.

Recommendations

- Develop a set of procedures to recruit clinical educators, verify they are implementing effective practices in the classroom environment, require training of clinical educators in both the observation tools and methods for adult learning, and better evaluate their effectiveness as clinical educators on an annual basis using observations, decision-making points to determine inter-rater reliability, and collecting their perceptions of students on the development of skills.
- Ensure all clinical educators meet the minimum requirements to host a student teacher.
- Connect with Local Education Agencies to facilitate communication and survey potential clinical educators.
- Find ways to ensure quality of potential clinical educators (i.e., observations).
- Provide appropriate, mandatory training for clinical educators that occurs on an annual basis. Ensure that this training includes rubric calibration and inter-rater reliability, strategies for supporting adult learners, and coaching.
- Confirm that all teacher candidates complete surveys of their clinical educators at the end of placements and ensure feedback is provided to clinical educators.
- The Health Education/Physical Education department serves as a model for recruiting and retaining high-quality clinical educators. Review the process Health Education/Physical Education department utilizes to support development of a plan to implement similar strategies for ECED program.

Standard 3: Candidate Quality, Recruitment, and Assessment

3.4 Assessment Throughout Preparation	Meets Expectations
Candidates are assessed during admission, throughout the program prior to student teaching, and prior to recommendation for certification.	

- Evidence clearly demonstrates that the ECED program assesses students during admission, prior to student teaching, and prior to recommendation for certification.
- The process is transparent, and candidates discussed the process thoroughly, demonstrating their understanding.
- The assessment criteria is rigorous and aligns with the RIPTS.
- The ECED has a systemic approach to monitoring and supporting candidate development. Candidate SUCCESS plans and multiple disposition check-ins with advisors demonstrate this approach.

3.5 Recommendation for Certification	Meets Expectations
Criteria for recommendation for certification is establish and valid and reliable performance-based assessments align with Rhode Island’s evaluation system.	

- Documents outlining performance measure tools, criteria, and processes for candidate recommendation align with reports from candidates regarding their knowledge and experience in the program.

- Assessment points and the path to certification are transparent to all candidates.
- Multiple modalities of performance metrics are utilized.
- Candidates recommended for certification demonstrate proficiency in all critical concepts, principles, and practices, as well as in the RIPTS. Candidates were able to speak to the RIPTS during interviews.
- The RI-ICEE, a major assessment measure utilized throughout the program, is aligned with the innovation system of evaluation used by districts in Rhode Island.

Standard 4: Program Impact

4.1 Evaluation Outcomes	Approaching Expectations
The FSEHD surveys employers annually, but response rates are too low to yield actionable data.	

- The FSEHD surveys employers annually, during the spring term, with the most recent administration being 2022. Although the survey is constructed to yield actionable information, response rates were too low to produce generalizable results and actionable feedback.
- Employer survey results indicate that recent FSEHD graduates are consistently performing within the “Effective” – “Highly Effective” range; however, this survey was aggregated for a three-year span and was not disaggregated by program.
- The ECED program redesign was based on feedback collected in 2018 from employers, graduates, teacher candidates, and other key stakeholders.

Recommendations

- Create clear systems and outreach to ensure a higher response rate that can provide actionable data.
- Recognize that Component 4.1 is a program-level responsibility. Disaggregate survey data by year and by program.
- Research best practices for survey administration and response rates and seek feedback from districts about how to improve survey administration and response.
- Create a system to survey out-of-state employers of program graduates.

4.2 Employment Outcomes	Approaching Expectations
The FSEHD surveys program completers annually and disaggregates data by program, but response rates are too low to yield actionable results.	

- The FSEHD surveys program completers annually. Although the survey is constructed to yield actionable information, the response rates were too low to produce generalizable results. Program completers indicated that they did not remember receiving this survey.
- The ECED program surveys teacher candidates using an exit survey. The survey results indicate improvement across three of the six survey areas.

Recommendations

- Create clear systems and outreach to ensure a higher response rate that can provide actionable data.
- Consider other ways, such as utilizing personal email addresses, to ensure program completers receive the survey after graduation.
- Utilize the strong relationships among faculty and students for feedback post-graduation.
- Partner with LEAs to collaborate on ways they could distribute surveys to new hires.

- Invite graduates to social gatherings, professional development, and other networking events that offer an opportunity for graduates to come back and complete surveys in person.
- Partner with alumni associations to track changes in contact information, name changes, out-of-state employment, and job/career changes.
- Research other technology-related options, like video messages and QR codes.

Elementary Education Program

The Elementary Education Program includes three pathways: two undergraduate courses of study, including Elementary Education with a Math or Science Middle School Extension (B.A.) and Elementary Special Education (B.S.), and a graduate course of study (M.A.T.). The undergraduate program requires an additional concentration in either Elementary Special Education or a Middle Grades Certification Extension in Mathematics or Science.

Standard 1: Professional Knowledge

1.1 Knowledge, Skills, and Professional Dispositions	Meets Expectations
Candidates experience a consistent curriculum and develop proficiency in each of the Rhode Island Professional Teaching Standards (RIPTS).	

- Candidates experience a consistent curriculum across programs and courses.
- Candidates demonstrated proficiency in the RIPTS as evidenced by their interviews and work samples, matching what was denoted on syllabi.
- Feedback from observations and candidate interviews demonstrated that candidates were able to connect the RIPTS to their teaching practice.

1.2 Knowledge of Content and Content Pedagogy	Meets Expectations
Candidates demonstrate proficiency in content association standards and the critical pedagogical content concepts and practices within the program areas.	

- Candidates spoke to content standards during interviews, corroborating syllabi.
- Observations and candidate work samples demonstrate candidates' ability to apply pedagogical content knowledge and skills.
- The Special Education track includes a Social Emotional Learning (SEL) course. RIC should review to determine how to integrate something similar into all programs.

1.3 Standards-Driven Instruction	Meets Expectations
Candidates develop an understanding of applicable student standards and demonstrate the ability to implement standards-driven lessons.	

- Candidates' work samples demonstrate their understanding of the Rhode Island Core Standards and indicate that they can develop high-quality standards-based lessons and unit plans.
- Course syllabi and candidate interviews indicate that candidates are exposed to various Rhode Island student standards.

1.4 Data-Driven Instruction	Meets Expectations
Candidates demonstrate an understanding of how to collect, analyze, and use data to inform their practice.	

- Candidates early or in the middle of the program spoke about their data-driven instruction, but could not name what they were doing. Candidates late in the program were able to specifically state that their practice was data-driven.
- Courses prepare candidates to utilize data to drive their instructional decisions and practice.
- Candidates utilize pre-assessment, summative assessment, as well as formative assessment, like running records, to drive instruction in the classroom.
- Candidates demonstrate their use of data through candidate work samples and discuss their use of data during courses.

1.5 Technology	Approaching Expectations
Candidates' exposure to, and ability to implement, technology is inconsistent across courses.	

- Program faculty referenced multiple technologies—FlipGrid, Padlet, robots and coding, Pear Deck, Google Classroom, Google level 1 certification, and other technological tools used for data collection and instructional planning—incorporated into their courses.
- Candidates reported that the technologies and extent to which they were exposed to them, varied based on the course, demonstrating inconsistency for candidates.
- Candidates expressed a lack of opportunities to implement technologies they learned about in courses. Candidates are limited by the technology available at clinical placements.
- ELED candidates in the math methodology course are exposed to multiple forms of technology and shown how to integrate them into lessons to improve student learning.

Recommendations

- Explicitly teach the use of technology to extend content learning objectives and outcomes related to student learning.
- Increase use of technology to teach content in addition to the use of assistive technology in Special Education concentration.
- Provide additional opportunities for students to practice utilizing technology to enhance student learning.
- Connect with clinical sites to determine available technology prior to student teaching.

1.6 Equity	Meets Expectations
Candidates demonstrate cultural competency and culturally responsive skills to be effective in working with diverse student populations.	

- All candidates take FNED 101 and FNED 246, which explicitly offer opportunities for candidates to investigate and reflect on their own biases. These courses delve into systemic oppression and lay a groundwork for candidates to develop culturally responsive teaching practices.
- All candidates are now required to take Special Education and TESOL courses as part of their preparation. During interviews, candidates communicated that the Special Education and TESOL courses really prepare them to work with students with exceptionalities and multilingual learners.

- Multiple candidates in the ELED M.A.T. program mentioned coursework in FNED 546 that entailed looking at racial demographical data, articles about white teachers and diverse students, and class discussion about equity and teaching for social justice.

1.7 Rhode Island Educational Expectations	Not Rated
This component will not be rated since RIDE has not updated its formal list of initiatives during the pandemic.	

- Candidates reported coursework that prepared them to teach using practices of the Science of Reading.
- Candidates and clinical educators expressed a need for candidates to become more familiar with the intellectual preparation necessary to teach using high-quality instructional materials (HQIM). More opportunities to learn about and practice engaging in intellectual preparation for HQIM, rather than writing lessons from scratch, should be incorporated into coursework.

Standard 2: Clinical Partnerships and Practice

2.1 Clinical Preparation	Meets Expectations
Clinical experiences offer depth and breadth, begin early, and range in the level of complexity.	

- Candidates have opportunities to enter classrooms beginning in their first class, and sometimes within their first week of, FNED 101. These experiences consistently grow in complexity and include observations, tutoring, small group instruction, and student teaching.
- Candidates have opportunities to work in diverse settings throughout Rhode Island during their clinical experiences.
- Candidates expressed feeling fully prepared to teach due to the extent of their clinical placements.
- Student teaching experience begins two weeks prior to candidates' final semester, allowing more time to acclimate to the classroom and build rapport with students before taking over full teaching duties.
- Clinical experiences, culminating with student teaching, build on what candidates learn in their courses.

2.2 Impact on Student Learning	Meets Expectations
Clinical experiences enable candidates to increasingly demonstrate positive impact on Rhode Island PK-12 students.	

- The RI-ICEE assesses candidates' impact on student learning.
- The Teacher Candidate Work Sample (TCWS) requires candidates to illustrate and provide data to demonstrate their impact on student learning.
- Evidence from pre- and post-assessments demonstrate a positive impact on student learning.
- There is evidence of growth from early clinical experiences—work samples, observation forms, candidate interviews—to student teaching observation debriefs.
- Feedback from clinical supervisors allows candidates to modify instruction to better suit students' learning needs. Candidates specifically called out Elementary Education Science faculty for providing extensive and immediate feedback.
- Candidates mentioned the use of running records and rubrics regarding Science of Reading components to measure student learning.

- Candidates utilize Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to assess student learning and growth.
- Expectations for candidates during clinical experiences are not always clear to clinical educators.

2.3 Clinical Partnerships for Preparation	Approaching Expectations
Clinical partnerships exist, but are not always mutually beneficial and expectations for candidates during clinical experiences are inconsistently communicated.	

- Many existing partnerships are not mutually beneficial. One model of a mutually beneficial partnership seen was at Alfred Lima Elementary school, but there was no evidence of a formalized written agreement.
- There is not a strong system to build new relationships with schools and districts.
- There is a common assessment tool that is consistently used by program faculty and clinical educators.

Recommendations

- Develop a formalized, written partnership agreement for the programs and schools. Agreements should include development of protocols, training, workshops, and success metrics.
- Create the infrastructure to initiate and develop new partnerships that are mutually beneficial using current strong partnerships as a model to move forward. Utilize the partnership at Alfred Lima as an exemplar to build additional partnerships.
- Review training and touchpoint opportunities with clinical educators to ensure they understand expectations for candidates during their clinical placements.

2.4 Clinical Educators	Approaching Expectations
Program faculty have strong relationships with some clinical educators, but many clinical educators reported not understanding the selection process for becoming a clinical educator as well as not having completed the associated training.	

- There is no formalized system to recruit new clinical educators. Faculty have strong relationships with some clinical educators, and these relationships drive the selection process for clinical educators.
- Training materials detail expectations of the program as well as explanation and calibration of tools; however, clinical educators indicated that training to be a clinical educator was optional and many reported that they hadn't participated in training, including calibration activities and conversations regarding expectations.
- There is not a system to track who has completed training and when the training was completed.
- Candidates reported feeling connected to and supported by clinical educators.

Recommendations

- Develop a set of procedures to recruit clinical educators and verify they are implementing effective practices in the classroom environment. Require training of clinical educators in both the observation tools and methods for adult learning and better evaluate their effectiveness as clinical educators on an annual basis using observations, decision-making points to determine inter-rater reliability, and collecting their perceptions of students on the development of skills.

- Connect with Local Education Agencies to facilitate communication and survey potential clinical educators.
- Send program staff to observe and conference with educators who have expressed interest in serving as clinical educators.
- Provide appropriate, mandatory training for clinical educators that occurs on an annual basis. Ensure that this training includes rubric calibration and inter-rater reliability, strategies for supporting adult learners, and coaching.
- The Health Education/Physical Education department serves as a model for recruiting and retaining high-quality clinical educators. Review the process the Health Education/Physical Education department utilizes to support development of a plan to implement similar strategies for ECED program.
- Ensure clinical educator evaluations are utilized for retention and training considerations.

Standard 3: Candidate Quality, Recruitment, and Assessment

3.4 Assessment Throughout Preparation	Meets Expectations
Candidates are assessed during admission, throughout the program prior to student teaching, and prior to recommendation for certification.	

- Evidence clearly demonstrates that the ELED programs assess students during admission, prior to student teaching, and prior to recommendation for certification.
- The process is transparent, and candidates discussed the process thoroughly, demonstrating their understanding of the various assessment points and measures used.
- The assessment criteria is rigorous and aligns with the RIPTS and content standards.
- Anthology Portfolio is utilized for faculty to communicate to support students.

3.5 Recommendation for Certification	Meets Expectations
Criteria for recommendation for certification is established and valid and reliable performance-based assessments align with Rhode Island’s evaluation system.	

- Documents outlining performance measure tools, criteria, and processes for candidate recommendation align with reports from candidates regarding their knowledge and experience in the program.
- Multiple modalities of performance metrics are utilized.
- Assessment points and the path to certification are transparent to all candidates.
- Candidates recommended for certification demonstrate proficiency in all critical concepts, principles, and practices, as well as in the RIPTS. During interviews, candidates were able to connect their experiences and alignment of their practice to the RIPTS.
- The RI-ICEE, a major assessment measure utilized throughout the program, is aligned with the Innovation System of evaluation used by several districts in Rhode Island.

Standard 4: Program Impact

4.1 Evaluation Outcomes	Approaching Expectations
The FSEHD surveys employers annually, but response rates are too low to yield actionable data.	

- The FSEHD surveys employers annually, during the spring term, with the most recent administration being 2022. Although the survey is constructed to yield actionable information, response rates were too low to produce generalizable results and actionable feedback.

- Employer survey results indicate that recent FSEHD graduates are consistently performing within the “Effective” – “Highly Effective” range; however, this survey was aggregated for a three-year span and was not disaggregated by program.

Recommendations

- Create clear systems and outreach to ensure a higher response rate that can provide actionable data.
- Recognize that Component 4.1 is a program-level responsibility. Disaggregate survey data by year and by program.
- Research best practices for survey administration and response rates, and seek feedback from districts about how to improve survey administration and response.
- Create a system to survey out-of-state employers of program graduates.

4.2 Employment Outcomes	Approaching Expectations
The FSEHD surveys program completers annually and disaggregates data by program, but response rates are too low to yield actionable results.	

- The FSEHD surveys program completers annually. Although the survey is constructed to yield actionable information, the response rates were too low to produce generalizable results.

Recommendations

- Create clear systems and outreach to ensure a higher response rate that can provide actionable data.
- Consider other ways, such as utilizing personal email addresses, to ensure program completers receive the survey after graduation.
- Utilize the strong relationships among faculty and students for feedback post-graduation.
- Partner with LEAs to collaborate on ways they could distribute surveys to new hires.
- Invite graduates to social gatherings, professional development, and other networking events that offer an opportunity for graduates to come back and complete surveys in person.
- Partner with alumni associations to track changes in contact information, name changes, out-of-state employment, and job/career changes.
- Research other technology-related options, like video messages and QR codes.

Middle Grades Education Program

The Middle Grades Certification Program is an extension program. Candidates must either be concurrently pursuing or already hold a teaching certificate in Elementary Grades or Secondary Grades. The program includes two pathways: undergraduate (taken concurrently with other undergraduate coursework) and graduate (Certificate of Graduate Studies, or C.G.S.). Candidates enrolled in the undergraduate Elementary Education program may also concentrate in Middle Grades Mathematics or Science. Candidates enrolled in the undergraduate Secondary Education program may also concentrate in Middle Grades Mathematics, Science, English, or Social Studies/History. The graduate pathway is open to Elementary Education and Secondary Education candidates with concentrations in English, Mathematics, Science, and Social Studies/History.

Standard 1: Professional Knowledge

1.1 Knowledge, Skills, and Professional Dispositions	Meets Expectations
Candidates experience a consistent curriculum and develop proficiency in each of the Rhode Island Professional Teaching Standards (RIPTS).	

- The Rhode Island Professional Teaching Standards (RIPTS) are embedded in all syllabi and a data file evidenced that the program tracks candidates' mastery of RIPTS.
- Program faculty analyze proficiency data to ensure targeted learning.

1.2 Knowledge of Content and Content Pedagogy	Meets Expectations
Candidates develop content through subject area courses, and content pedagogy at the middle grades level through additional coursework.	

- Candidates develop content through subject-area courses in English, social studies/history, science, and mathematics.
- Practicum lesson assignments and assessments include implementation of pedagogy at the middle grades level.
- All syllabi align to middle level education standards.

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

- Instruction is linked to Rhode Island Core Standards as evidenced by candidate work samples.
- Candidates engage in a standards study to prepare them to plan lessons driven by student standards.
- Evidence suggests that program instructors use current data of student proficiency to calibrate on instruction and assessment among the MLED programs.

1.4 Data-Driven Instruction	Meets Expectations
Candidates develop and demonstrate the ability to collect, analyze, and use data to inform instructional and professional practice.	

- All three courses and associated clinical experiences have a focus on data-driven instruction where candidates collect data and collaborate with the teacher to plan, teach, and reflect on teaching. Candidates reflect on student performance after implementation of a lesson.
- Candidates take a course about curriculum and assessment for young adolescents.
- Candidates have discussions about data and complete a data case study during courses.
- Candidates collect data about individual students in the field and ask critical questions about the data to inform instructional practice.
- At the graduate level, candidates collect data from their own classrooms and report their instructional decisions during coursework.
- Candidates engage in a miscue analysis activity with literacy to identify low and high level text skills and then develop a plan to increase students' skills.

1.5 Technology	Meets Expectations
Candidates learn to integrate instructional practice technologies to engage students and improve learning as they design, implement, and assess learning experiences.	

- Candidates engage with various forms of technology used to enhance student learning during MLED 331.
- Candidates are exposed to technological tools, such as integration of playlists to guide instruction, throughout courses.

1.6 Equity	Meets Expectations
Candidates demonstrate cultural competency and culturally responsive skills to be effective in working with diverse student populations, parents, and the community.	

- All candidates take FNED 101 and FNED 246, which explicitly offer opportunities for candidates to investigate and reflect on their own biases. These courses delve into systemic oppression and lay a groundwork for candidates to develop culturally responsive teaching practices.
- All candidates are now required to take Special Education and TESOL courses as part of their preparation. During interviews, candidates communicated that the Special Education and TESOL courses really prepare them to work with students with exceptionalities and multilingual learners.
- Candidates are taught that literacy is equity through their disciplinary literacy course.
- Partnering with families was discussed as a challenge for candidates in the program.

1.7 Rhode Island Educational Expectations	Not Rated
This component will not be rated since RIDE has not updated its formal list of initiatives during the pandemic.	

- Some courses mention High Quality Instructional Materials (HQIM), but candidates and clinical educators expressed a need for candidates to become more familiar with the intellectual preparation necessary to teach using HQIM.
- Include more opportunities for intellectual preparation of HQIM, rather than writing lessons from scratch.

Standard 2: Clinical Partnerships and Practice

2.1 Clinical Preparation	Meets Expectations
Clinical experiences for middle grades are offered in addition to the experiences in the elementary and secondary programs. These offer depth and breadth, begin early, and range in the level of complexity.	

- Candidates have opportunities to enter classrooms beginning in their first class, FNED 101. These experiences consistently grow in complexity and include observations, tutoring, and small group instruction.
- Candidates gain additional field hours during MLED courses.

2.2 Impact on Student Learning	Meets Expectations
Clinical experiences enable candidates to increasingly demonstrate positive impact on Rhode Island PK-12 students.	

- The RI-ICEE assesses candidates' impact on student learning.
- Evidence from pre- and post-assessments demonstrate a positive impact on student learning.

2.3 Clinical Partnerships for Preparation	Approaching Expectations
Clinical partnerships exist, but are not always mutually beneficial and expectations for candidates during clinical experiences are inconsistently communicated.	

- Many existing partnerships are not mutually beneficial.
- There is not a strong system to build new relationships with schools and districts.
- There is a common assessment tool that is consistently used by program faculty and clinical educators.

Recommendations

- In addition to FSEHD's existing state CEEDAR agreement, develop a formalized, written partnership agreement to be used by all programs, schools, and community-based partners. Agreements should include development of protocols, training, workshops, and success metrics.
- Create the infrastructure to initiate and develop new partnerships that are mutually beneficial using current strong partnerships as a model to move forward. Utilize the partnership at Alfred Lima as an exemplar to build additional partnerships.
- Review training and touchpoint opportunities with clinical educators to ensure they understand expectations for candidates during their clinical placements.

2.4 Clinical Educators	Approaching Expectations
Program faculty have strong relationships with some clinical educators, but many clinical educators reported not understanding the selection process for becoming a clinical educator.	

- There is no formalized system to recruit new clinical educators. Faculty have strong relationships with some clinical educators, and these relationships drive the selection process for clinical educators.
- Candidates reported feeling connected to and supported by clinical educators.

Recommendations

- Develop a set of procedures to recruit clinical educators and verify they are implementing effective practices in the classroom environment. Require training of clinical educators in both the observation tools and methods for adult learning and better evaluate their effectiveness as clinical educators on an annual basis using observations, decision-making points to determine inter-rater reliability, and collecting their perceptions of students on the development of skills.
- Connect with Local Education Agencies to facilitate communication and survey potential clinical educators.
- Send program staff to observe and conference with educators who have expressed interest in serving as clinical educators.
- The Health Education/Physical Education department serves as a model for recruiting and retaining high-quality clinical educators. Review the process the Health Education/Physical

Education department utilizes to support development of a plan to implement similar strategies for the Middle Grades Education program.

- Ensure clinical educator evaluations are utilized for retention and training considerations.

Standard 3: Candidate Quality, Recruitment, and Assessment

3.4 Assessment Throughout Preparation	Meets Expectations
Candidates are assessed during admission, throughout the program prior to student teaching, and prior to recommendation for certification.	

- Evidence clearly demonstrates that the Middle Level program assess students during admission, prior to student teaching, and prior to recommendation for certification.
- The process is transparent, and candidates discussed the process thoroughly, demonstrating their understanding of the various assessment points and measures used.
- The assessment criteria is rigorous and aligns with the RIPTS and content standards.
- Chalk and Wire is utilized for faculty to communicate to support students.

3.5 Recommendation for Certification	Meets Expectations
Criteria for recommendation for certification is established and valid and reliable performance-based assessments align with Rhode Island’s evaluation system.	

- Documents outlining performance measure tools, criteria, and processes for candidate recommendation align with reports from candidates regarding their knowledge and experience in the program.
- Multiple modalities of performance metrics are utilized.
- Assessment points and the path to certification are transparent to all candidates.
- Candidates recommended for certification demonstrate proficiency in all critical concepts, principles, and practices, as well as in the RIPTS. Candidates were able to speak to the RIPTS during interviews.
- The RI-ICEE, a major assessment measure utilized throughout the program, is aligned with the Innovation System of evaluation used by several districts in Rhode Island.

Standard 4: Program Impact

4.1 Evaluation Outcomes	Approaching Expectations
The FSEHD surveys employers annually, but response rates are too low to yield actionable data.	

- The FSEHD surveys employers annually, during the spring term, with the most recent administration being 2022. Although the survey is constructed to yield actionable information, response rates were too low to produce generalizable results and actionable feedback.
- Employer survey results indicate that recent FSEHD graduates are consistently performing within the “Effective” – “Highly Effective” range; however, this survey was aggregated for a three-year span and was not disaggregated by program.

Recommendations

- Create clear systems and outreach to ensure a higher response rate that can provide actionable data.
- Recognize that Component 4.1 is a program-level responsibility. Disaggregate survey data by year and by program.

- Research best practices for survey administration and response rates, and seek feedback from districts about how to improve survey administration and response.
- Create a system to survey out-of-state employers of program graduates.

4.2 Employment Outcomes	Approaching Expectations
The FSEHD surveys program completers annually and disaggregates data by program, but response rates are too low to yield actionable results.	

- The FSEHD surveys program completers annually. Although the survey is constructed to yield actionable information, the response rates were too low to produce generalizable results.

Recommendations

- Create clear systems and outreach to ensure a higher response rate that can provide actionable data.
- Consider other ways, such as utilizing personal email addresses, to ensure program completers receive the survey after graduation.
- Utilize the strong relationships among faculty and students for feedback post-graduation.
- Partner with LEAs to collaborate on ways they could distribute surveys to new hires.
- Invite graduates to social gatherings, professional development, and other networking events that offer an opportunity for graduates to come back and complete surveys in person.
- Partner with alumni associations to track changes in contact information, name changes, out-of-state employment, and job/career changes.
- Research other technology-related options, like video messages and QR codes.

Secondary Grades Education Program

The Secondary Grades Education program includes three pathways: undergraduate (B.A.), graduate (M.A.T.), and the Rhode Island Teacher Education (RITE) Program, which is a teacher licensure non-degree program. Candidates in the undergraduate and RITE pathways may specialize in General Science, Mathematics, Social Studies, or English. Candidates pursuing an M.A.T. may specialize in Mathematics or English.

Standard 1: Professional Knowledge

1.1 Knowledge, Skills, and Professional Dispositions	Approaching Expectations
Candidates develop proficiency in most of the Rhode Island Professional Teaching Standards.	

- Candidates develop proficiency in the knowledge, skills, and professional dispositions in most RIPTS through coursework and clinical preparation. Evidence demonstrates the need for further preparation related to RIPTS 2 and 6.
- The program expects candidates to apply the RIPTS when planning lessons and units during practicum and student teaching.
- Candidates demonstrated well-developed knowledge and application of most Rhode Island Professional Teaching Standards.
- Classroom management is an area in which candidates feel they need more preparation.
- Interviews demonstrated a lack of consistent curriculum across programs. The English program ensures candidates develop proficiency with all necessary content, while the others may be

missing opportunities for candidates to develop proficiency in RIPTS standard 2.

Recommendations

- Integrate more comprehensive opportunities for candidates to develop skills related to cultivating classroom culture and classroom management skills.
- Coordinate between programs to ensure all candidates pursuing secondary certification have opportunities to develop the same skills and proficiencies.
- Ensure all candidates develop proficiency in all content they may be required to teach based on Rhode Island Core Standards.

1.2 Knowledge of Content and Content Pedagogy	Approaching Expectations
Candidates develop knowledge in their content areas as well as pedagogical skills related to them, but some programs do not provide sufficient opportunities for candidates to develop proficiency in the content they will teach to students.	

- The English program provides many opportunities for candidates to develop proficiency in content standards and pedagogy.
- Mathematics candidates must take multiple high-level math courses, and expressed that they would like to have courses that help prepare them to teach the subjects they will teach to their students. For instance, many candidates reported having taken Algebra early in their own high school careers, and never in college, but are expected to teach it to students. Courses should align to secondary classroom curriculum.
- Similarly, candidates in the secondary science program engage in high-level science courses and the content they learn in these courses is not the same as the content they are expected to teach to students.
- Science courses are not aligned to NSTA.
- Social Studies candidates have options to take global history courses, but must choose between courses. Candidates may benefit from more opportunities to enroll in global history courses.

Recommendations

- Ensure candidates have sufficient opportunity to deeply engage with the content they will teach.

1.3 Standards-Driven Instruction	Meets Expectations
In most programs, candidates are able to plan and teach lessons that are standards-driven.	

- Candidates in the English, Mathematics, and Social Studies programs spoke to their use of Rhode Island Core student standards when writing lesson plans. They explained how the lessons build on student standards and spiral, offering students ample opportunities to develop skills.
- Although the secondary programs overall meet expectations for this standard, Science was an outlier, as the program is not aligned to Next Generation Science Standards (NGSS); this must be rectified prior to the next PREP-RI visit.
- The syllabus for SED 316, a course that is specific to science pedagogy, does not provide sufficient discussion, understanding, and practice of the NGSS. During observations, candidates' lessons were not aligned to NGSS. Feedback on lesson plans does not include direction to align to these standards.

Recommendations

- Revise courses to ensure they teach pedagogy and content related to NGSS.
- Evaluate lesson plans and teaching observations based on their alignment with the NGSS to ensure that students are receiving instruction that meets the standards.
- Provide professional development opportunities for faculty to increase their knowledge and skills in implementing NGSS in the classroom.

1.4 Data-Driven Instruction	Approaching Expectations
Candidates learn about formative and summative assessment, but do not consistently use data to inform instructional practice.	

- A specific course for data-driven instruction exists and candidates are taught to use formative and summative assessments throughout preparation.
- Candidates are taught to utilize additional data—SAT scores and RI school Report Cards—to inform instruction.
- The review team received mixed messages from program faculty and evidence from site visits and candidate interviews regarding candidates’ use of data.
- There was little evidence of formative assessment use to inform instructional practice.
- Candidates create assessments, but there is insufficient evidence that the data from these assessments is used responsively to modify instructional practice.

Recommendations

- Ensure candidates consistently utilize data from assessments to inform instruction.
- Create more opportunities for candidates to implement their data-driven instructional decisions and practice.

1.5 Technology	Approaching Expectations
Candidates are exposed to some technology, but such technologies do not necessarily enhance student learning. Additional opportunities to incorporate technology in lessons in meaningful ways are necessary.	

- Some technology is incorporated into secondary programs. For instance, candidates utilize Google Classroom and PowerPoints, but these are basic forms of technology.
- Clinical educators reported having to teach candidates technology on site during student teaching.
- One Secondary Education faculty member stated that they rely on candidates to teach them new technologies.
- Math faculty spoke to multiple forms of technology—DESMOS, Google One Certification, Jam Board, utilizing playlists—taught to candidates in the secondary math program.
- Math faculty take students to an educational technology conference.
- Observations demonstrated candidates’ use of technology is inconsistent. Some use is not always purposeful. PowerPoints that mirror worksheets was a common occurrence. Another candidate used Jam Board to fully engage students.
- Some candidates are not provided with a school email at their clinical placement, and therefore are unable to use Google Classroom.

Recommendations

- Explicitly teach multiple forms of technology that can enhance student learning.
- Research new technologies and best practices to incorporate them into current courses.
- Create a specific focus on technology during practicum courses.

1.6 Equity	Meets Expectations
Candidates demonstrate cultural competency and culturally responsive skills to be effective in working with diverse student populations, parents, and the community.	

- All candidates take FNED 101 and FNED 246, which explicitly offer opportunities for candidates to investigate and reflect on their own biases. These courses delve into systemic oppression and lay a groundwork for candidates to develop culturally responsive teaching practices.
- All candidates are now required to take one Special Education and one TESOL course as part of their preparation. During interviews, candidates communicated that the Special Education and TESOL courses really prepare them to work with students with exceptionalities and multilingual learners.
- During SED 302, candidates go out into communities to investigate resources and circumstances relevant to students whom they will teach.
- Candidates report working with families to understand and better engage students in learning.

1.7 Rhode Island Educational Expectations	Not Rated
This component will not be rated since RIDE has not updated its formal list of initiatives during the pandemic.	

- Some courses mention High Quality Instructional Materials (HQIM), but candidates and clinical educators expressed a need for candidates to become more familiar with the intellectual preparation necessary to teach using HQIM.
- Revise program to include more opportunities for intellectual preparation of HQIM, rather than writing lessons from scratch.

Standard 2: Clinical Partnerships and Practice

2.1 Clinical Preparation	Meets Expectations
Clinical experiences offer depth and breadth, begin early, and range in the level of complexity.	

- Candidates have opportunities to enter classrooms beginning in their first class, FNED 101. These experiences consistently grow in complexity and include observations, tutoring, small group instruction, and student teaching.
- Candidates have opportunities to work in diverse settings throughout Rhode Island and Massachusetts during their clinical experiences.
- Student teaching experience begins two weeks prior to candidates’ final semester, allowing more time to acclimate to the classroom and build rapport with students before taking over full teaching duties.
- Clinical experiences, culminating with student teaching, build on what candidates learn in their courses.
- Some inconsistency exists across the program regarding the number of different schools a candidate is able to access during clinical experiences.

2.2 Impact on Student Learning	Meets Expectations
Clinical experiences enable candidates to increasingly demonstrate positive impact on Rhode Island PK-12 students.	

- The RI-ICEE assesses candidates' impact on student learning.
- The Teacher Candidate Work Sample (TCWS) requires candidates to illustrate and provide data to demonstrate their impact on student learning.
- During most student teaching observations, students were engaged and wanted to participate.
- Evidence from pre- and post-assessments demonstrate a positive impact on student learning.
- There is evidence of growth from early clinical experiences—work samples, observation forms, candidate interviews—to student teaching observation debriefs.

2.3 Clinical Partnerships for Preparation	Approaching Expectations
Clinical partnerships exist, but are not always mutually beneficial and expectations for candidates during clinical experiences are inconsistently communicated.	

- Many existing partnerships are not mutually beneficial. One example of a mutually beneficial partnership is the relationship between the English program and a Providence high school, where candidates have the opportunity to tutor students after school. This provides candidates with additional teaching experience while also benefiting the school and its students who need extra support.
- There is not a strong system to build new relationships with schools and districts.
- There is a common assessment tool that is consistently used by program faculty and clinical educators.
- Expectations for candidates during clinical experiences are not always clear to clinical educators.

Recommendations

- Develop a formalized, written partnership agreement for the programs, schools, and community-based partners.
- Create the infrastructure to initiate and develop new partnerships that are mutually beneficial using current strong partnerships as a model to move forward. Utilize the partnership at Alfred Lima as an exemplar to build additional partnerships.
- Meet with all clinical educators to go over expectations for candidates during their clinical placements.

2.4 Clinical Educators	Approaching Expectations
Program faculty have strong relationships with some clinical educators, but many clinical educators reported not understanding the selection process for becoming a clinical educator as well as not having completed the associated training.	

- Faculty have strong relationships with some clinical educators, and these relationships drive the selection process for clinical educators.
- While clinical educators are told about the training, not everyone attends every year.
- Training materials detail expectations of the program as well as explanation and calibration of tools; however, clinical educators indicated that training to be a clinical educator was optional and many reported that they hadn't participated in the training, including calibration activities and conversations regarding expectations.

- There is not a system to track who has completed training and when the training was completed.
- There is no formalized system to recruit new clinical educators, and many clinical educators reported that they did not know how they had been chosen.

Recommendations

- Develop a set of procedures to recruit clinical educators and verify they are implementing effective practices in the classroom environment. Require training of clinical educators in both the observation tools and methods for adult learning and better evaluate their effectiveness as clinical educators on an annual basis using observations, decision-making points to determine inter-rater reliability, and collecting their perceptions of students on the development of skills.
- Connect with Local Education Agencies to facilitate communication and survey potential clinical educators.
- Find ways to develop a system of observation for current and perspective clinical educators.
- Provide appropriate, mandatory training for clinical educators that occurs on an annual basis. Ensure that this training includes rubric calibration and inter-rater reliability, strategies for supporting adult learners, and coaching.
- Confirm that all teacher candidates complete surveys of their clinical educators at the end of placements and ensure feedback is provided to clinical educators.
- The Health Education/Physical Education department serves as a model for recruiting and retaining high-quality clinical educators. Review the process Health Education/Physical Education department utilizes to support development of a plan to implement similar strategies for the Secondary Education program.

Standard 3: Candidate Quality, Recruitment, and Assessment

3.4 Assessment Throughout Preparation	Meets Expectations
Candidates are assessed during admission, throughout the program prior to student teaching, and prior to recommendation for certification.	

- Evidence clearly demonstrates that the Secondary Education program assess students during admission, prior to student teaching, and prior to recommendation for certification.
- The RI-ICEE assesses candidates on the RIPTS.
- The process is transparent, and candidates discussed the process thoroughly, demonstrating their understanding of the various assessment points and measures used.
- The assessment criteria is rigorous and aligns with the RIPTS and content standards.
- Anthology Portfolio is utilized for faculty to communicate to support students.

3.5 Recommendation for Certification	Meets Expectations
Criteria for recommendation for certification is established and valid and reliable performance-based assessments align with Rhode Island’s evaluation system.	

- Documents outlining performance measure tools, criteria, and processes for candidate recommendation align with reports from candidates regarding their knowledge and experience in the program.
- Multiple modalities of performance metrics are utilized.
- Assessment points and the path to certification are transparent to all candidates.

- Candidates recommended for certification demonstrate proficiency in all critical concepts, principles, and practices, as well as in the RIPTS. Candidates were able to speak to the RIPTS during interviews.
- The RI-ICEE, a major assessment measure utilized throughout the program, is aligned with the innovation system of evaluation used by districts in Rhode Island.

Standard 4: Program Impact

4.1 Evaluation Outcomes	Approaching Expectations
The FSEHD surveys employers annually, but response rates are too low to yield actionable data.	

- The FSEHD surveys employers annually, during the spring term, with the most recent administration being 2022. Although the survey is constructed to yield actionable information, response rates were too low to produce generalizable results and actionable feedback.
- Employer survey results indicate that recent FSEHD graduates are consistently performing within the “Effective” – “Highly Effective” range; however, this survey was aggregated for a three-year span and was not disaggregated by program.

Recommendations

- Create clear systems and outreach to ensure a higher response rate that can provide actionable data.
- Recognize that Component 4.1 is a program-level responsibility. Disaggregate survey data by year and by program.
- Research best practices for survey administration and response rates, and seek feedback from districts about how to improve survey administration and response.
- Create a system to survey out-of-state employers of program graduates.

4.2 Employment Outcomes	Approaching Expectations
The FSEHD surveys program completers annually and disaggregates data by program, but response rates are too low to yield actionable results.	

- The FSEHD surveys program completers annually. Although the survey is constructed to yield actionable information, the response rates were too low to produce generalizable results.

Recommendations

- Create clear systems and outreach to ensure a higher response rate that can provide actionable data.
- Consider other ways, such as utilizing personal email addresses, to ensure program completers receive the survey after graduation.
- Utilize the strong relationships among faculty and students for feedback post-graduation.
- Partner with LEAs to collaborate on ways they could distribute surveys to new hires.
- Invite graduates to social gatherings, professional development, and other networking events that offer an opportunity for graduates to come back and complete surveys in person.
- Partner with alumni associations to track changes in contact information, name changes, out-of-state employment, and job/career changes.
- Research other technology-related options, like video messages and QR codes.

Special Education Program

The Special Education program includes undergraduate (B.S.) and graduate (M.Ed.) pathways.

Candidates in the undergraduate pathway may specialize in Severe Intellectual Disabilities or Elementary Special Education, earning dual certificates in Elementary and Elementary Special Education. Candidates pursuing an M.Ed. may specialize in Early Childhood Special Education, Elementary Special Education, Secondary Special Education, or Severe Intellectual Disabilities.

Standard 1: Professional Knowledge

1.1 Knowledge, Skills, and Professional Dispositions	Meets Expectations
Candidates experience a consistent curriculum and develop proficiency in each of the Rhode Island Professional Teaching Standards (RIPTS).	

- Candidates demonstrated well-developed knowledge of the RIPS in their interviews and work samples, matching what was denoted on syllabi.
- Feedback also indicated that candidates were able to connect the RIPS to their teaching practice.
- A consistent curriculum is delivered to candidates.
- Clinical educators spoke about candidates' proficiency in the RIPS.
- There is a process for training new faculty and adjuncts to ensure consistency.

1.2 Knowledge of Content and Content Pedagogy	Meets Expectations
Candidates demonstrate proficiency in content association standards and the critical pedagogical content concepts and practices within the program area.	

- Coursework, as indicated in syllabi and assignments, is aligned with the standards.
- Interviews with candidates indicated a deep, well-connected knowledge of principles, key concepts, and priority pedagogical content.

1.3 Standards-Driven Instruction	Meets Expectations
Candidates develop an understanding of applicable Rhode Island student standards and develop skills in designing lessons that will help students progress toward proficiency in the standards.	

- Candidates develop strong lesson and unit plans that are aligned to Rhode Island Core Standards.
- Clinical educators note that candidates have a deep understanding of student standards.
- Candidates spoke to their knowledge of student standards during interviews.

1.4 Data-Driven Instruction	Meets Expectations
Candidates develop an understanding of assessment and skills in using assessment data to evaluate and modify instructional practice.	

- During interviews, candidates spoke about their experiences of progress monitoring, data collection, data tracking systems, changing practice based upon data, and presenting findings to peers and parents.

- Candidates are taught to use a variety of assessments, and they corroborated this during interviews as they reported that they felt their programs prepared them to use varied assessments based on student need.
- Clinical educators noted that candidates understand the purpose of assessment and how to use it in instruction.
- Candidates reported researching potential technology options that could better assist students in their learning.

1.5 Technology	Meets Expectations
Candidates develop proficiency in designing, implementing, and assessing digital age learning experiences to support student learning.	

- Assistive technology and skill development were noted by candidates, faculty, and clinical educators.
- SPED 518 and SPED 524 offer candidates programming in digital literacy.
- The Special Education programs recommend candidates complete the Google certification.
- Candidates demonstrated use of technology such as Class Dojo for parent involvement, Google Classroom for student practice, and other technology to support data collection and decision making. They also show proficiency in utilizing digital resources for research and professional development.
- Collection of data in courses aligned to the rubric to monitor technological mastery.

1.6 Equity	Meets Expectations
Candidates have multiple opportunities throughout the program to develop cultural competency and dispositions needed to be effective with diverse students and families.	

- Candidates take a course focusing on working with families in diverse communities.
- All candidates enroll in SPED 551, which explicitly focuses on multicultural special education.
- In SPED 501, there is a specific focus on assessment for linguistically diverse learners.
- Feedback from surveys indicated a need for increased opportunities to work with multilingual learners, and the program redesign did so by developing a new course and integrating this content in other experiences.
- Evidence indicated that the program scope and sequence provide meaningful opportunities for candidates to reflect on their own biases and develop new worldviews, particularly in FNED 101 and FNED 246, which have an intentional focus on equity.

1.7 Rhode Island Educational Expectations	No Rating
This component will not be rated since RIDE has not updated its formal list of initiatives during the pandemic.	

- The review team recommends that the program respond to fast-paced changes that are taking place throughout the educational landscape.
- High Quality Instructional Materials and implementation as well as the Science of Reading training are some of the more recent initiatives that teacher candidates should gain knowledge about during their programs.

Standard 2: Clinical Partnerships and Practice

2.1 Clinical Preparation	Meets Expectations
Candidates experience a depth and breadth of clinical experiences that prepare them to meet the necessary professional standards.	

- Candidates experience a variety of settings during clinical experiences.
- Teacher candidate reports suggest there is not a gradual increase in responsibility. Candidates appear to jump from individual and small group instruction to whole class instruction. Syllabi that demonstrate field experience only allow for Level 4 experience once candidates begin student teaching.
- There is a disparity in the number of clinical hours between the Early Childhood Special Education program and the Masters in Elementary and Secondary Special Education and the Severe Intellectual Disability programs. RIC should review these to ensure all programs provide the clinical hours necessary for candidates to experience the depth and breadth necessary to prepare them to meet standards.

2.2 Impact on Student Learning	Meets Expectations
The program provides coherent clinical experiences that enable candidates to demonstrate an increasingly positive impact on PK-12 students' learning throughout their clinical preparation.	

- Candidates are required to report how they use data to improve outcomes for students within their Teacher Candidate Work Sample as well as on other assignments.
- Based on clinical educator and candidate interviews, there seems to be a disconnect in the depth of feedback university supervisors and clinical educators provide to candidates regarding student learning outcomes.
- Students demonstrate reflection in their work samples and during interviews.
- Clinical educators reported that candidates' impact on student learning grows from practicum experiences and throughout student teaching.

2.3 Clinical Partnerships for Preparation	Approaching Expectations
Existing partnerships are built on strong relationships, but calibration and expectations for clinical partners should be more formalized and consistently communicated.	

- While current clinical partnerships exist and are built on strong relationships, there was not a system to build new relationships with other districts and schools.
- There is a common assessment tool that is consistently used by program faculty and clinical educators.
- The review team commends the Special Education faculty for their community orientation and their desire to partner with schools and classrooms for the mutual benefit of both special education candidates and diverse students with disabilities throughout Rhode Island.
- Based on clinical educator and candidate interviews, there seems to be a disconnect in the depth of feedback university supervisors and clinical educators provide to candidates regarding student learning outcomes.

Recommendations

- Develop a more systematic and formalized partnership and communications method between parties.

- Ensure calibration between clinical educators and university supervisors through mandatory trainings.
- Create the infrastructure to initiate and develop new partnerships that are mutually beneficial using current strong partnerships as a model to move forward. Utilize the partnership at Alfred Lima as an exemplar to build additional partnerships.

2.4 Clinical Educators	Approaching Expectations
Program faculty have strong relationships with clinical educators, systems regarding the recruitment, selection, and training of clinical educators should be improved.	

- Clinical educators are observed by program faculty during joint observations.
- Training materials detail expectations of the program as well as explanation and calibration of tools; however, clinical educators indicated that training to be a clinical educator was optional and many reported that they hadn't participated in the training, including calibration activities and conversations regarding expectations.
- There was no indication regarding whether clinical educators had experience supporting adult learners.
- The review team commends the Special Education faculty for continuing to maintain and enhance partnerships with their clinical educators and partnership sites. Several practices were cited that indicate faculty are working with clinical educators to ensure they have the knowledge and skills to work with students, though this is not a formalized process.

Recommendations

- Review placements to ensure effectiveness and remove placements if not aligned to expectations.
- Develop a set of procedures to recruit clinical educators and verify they are implementing effective practices in the classroom environment. Require training of clinical educators in both the observation tools and methods for adult learning and better evaluate their effectiveness as clinical educators on an annual basis using observations, decision-making points to determine inter-rater reliability, and collecting their perceptions of students on the development of skills.
- Make training for new clinical educators mandatory and set a timeframe for retraining returning clinical educators.
- The Health Education/Physical Education department serves as a model for recruiting and retaining high-quality clinical educators. Connect with this department to better understand their process and develop a plan to implement similar strategies for the Special Education program.

Standard 3: Candidate Quality, Recruitment, and Assessment

3.4 Assessment Throughout Preparation	Meets Expectations
Candidates are assessed during admission, throughout the program prior to student teaching, and prior to recommendation for certification.	

- Evidence clearly demonstrates that the special education programs assess students during admission, prior to student teaching, and prior to recommendation for certification.
- The process is transparent, and candidates discussed the process thoroughly, demonstrating their understanding.
- The assessment criteria is rigorous and aligns with the RIPTS.

- Scores on the RI-ICEE and Teacher Candidate Work Samples demonstrate candidate proficiency to teach on day one.
- There is evidence that programs reflect on data to make revisions to courses and identify potential ways that candidates might need additional support.

3.5 Recommendation for Certification	Meets Expectations
Criteria for recommendation for certification is established and valid and reliable performance-based assessments align with Rhode Island’s evaluation system.	

- The special education programs have clear assessment criteria that is transparent to candidates regarding recommendation for certification.
- Faculty is trained to score the Teacher Candidate Work Sample, dispositions assessment, and RI-ICEE tool.
- Rigorous expectations are required of candidates throughout the program, including during clinical experiences, ensuring they are ready to teach on day one.
- The RI-ICEE tool mirrors the RI Innovation model of evaluation.

Standard 4: Program Impact

4.1 Evaluation Outcomes	Approaching Expectations
The FSEHD surveys employers annually, but response rates are too low to yield actionable data.	

- The FSEHD surveys employers annually, during the spring term, with the most recent administration being 2022. Although the survey is constructed to yield actionable information, response rates were too low to produce generalizable results and actionable feedback.
- A Special Education Advisory Council has been established and has engaged in continuous program feedback loops, which have informed programmatic changes.
- Based on responses from feedback, new coursework and one new course was added to better prepare candidates to understand the needs of and work with multilingual learners.

Recommendations

- Create clear systems and outreach to ensure a higher response rate that can provide actionable data.
- Recognize that Component 4.1 is a program-level responsibility. Disaggregate survey data by year and by program.
- Research best practices for survey administration and response rates, and seek feedback from districts about how to improve survey administration and response.
- Create a system to survey out-of-state employers of program graduates.

4.2 Employment Outcomes	Approaching Expectations
The FSEHD surveys program completers annually and disaggregated by program, but response rates are too low to yield actionable results.	

- The FSEHD surveys program completers annually. Although the survey is constructed to yield actionable information, the response rates were too low to produce generalizable results. Program completers indicated that they did not remember receiving this survey.
- The Special Education Advisory Council has taken feedback and implemented changes based on individuals’ feedback.

- Programs have begun using personal, rather than RIC, email addresses, and this has increase response rates from 10% in 2016 to 14% in 2018.

Recommendations

- Create clear systems and outreach to ensure a higher response rate that can provide actionable data.
- Consider other ways, such as utilizing personal email addresses, to ensure program completers receive the survey after graduation.
- Utilize the strong relationships among faculty and students for feedback post-graduation.
- Partner with LEAs to collaborate on ways they could distribute surveys to new hires.
- Invite graduates to social gatherings, professional development, and other networking events that offer an opportunity for graduates to come back and complete surveys in person.
- Partner with alumni associations to track changes in contact information, name changes, out-of-state employment, and job/career changes.
- Research other technology-related options, like video messages and QR codes.

TESOL Program

The TESOL program includes five graduate pathways. Candidates may earn an M.Ed. in TESOL or an M.Ed. in TESOL with Bilingual Education Concentration (BDL). There are options to earn Certificates of Graduate Studies in both TESOL and TESOL with BDL. The fifth pathway, the Urban Multicultural Special Education program allows special educators to pursue an M.Ed. and become certified in TESOL. The following feedback is combined for both the TESOL and BDL programs.

Standard 1: Professional Knowledge

1.1 Knowledge, Skills, and Professional Dispositions	Meets Expectations
Candidates experience a consistent curriculum aligned to Rhode Island Professional Teaching Standards.	

- Candidates experience a consistent curriculum across programs.
- Syllabi and assignments align to all the RIPTS.
- Candidates have experience with RIPTS through prior certifications and coursework expands this knowledge throughout programs.

1.2 Knowledge of Content and Content Pedagogy	Approaching Expectations
Some programs are consistently aligned to TESOL standards, but the Urban Multicultural program needs improvement to ensure candidates achieve proficiency in content standards and pedagogy.	

- Syllabi for TESOL and BDL programs align to TESOL standards; however, the Urban Multicultural program syllabi does not consistently align to TESOL standards.
- The language acquisition courses in the Urban Multicultural have limited sessions dedicated to language acquisition.
- Reference materials used on syllabi for Urban Multicultural program are rudimentary and lack the depth required for proficient knowledge of content pedagogy.

Recommendations

- Increase collaboration across the three programs leading to the same certification (TESOL, BDL, and Urban Multicultural).
- Align the initial courses, in terms of content and course readings, in each of the three programs that lead to ESOL certification, particularly the depth of candidates' content knowledge related to language acquisition, English language system, and ESL pedagogies.
- In the BDL program, ensure candidates experience designing and implementing a variety of lesson/unit plans that include the use of the target language only in a specific content area in addition to utilizing translanguaging in a cross-content unit.

1.3 Standards-Driven Instruction	Approaching Expectations
Programs have weak alignment to WIDA standards.	

- Candidates demonstrate weak implementation of WIDA standards.
- Candidates utilize general WIDA standards, but not content specific, grade-level, and key language function specific WIDA standards.
- Observations of candidates illustrated that they focused on subject area in their teaching, but not on language instruction or WIDA proficiency levels.
- Feedback provided to candidates in the TESOL program during their internship/practicum focused on general teaching practices rather than specific language instruction.

Recommendations

- Include more specificity in the use of WIDA for lesson and unit planning in terms of standard selection appropriate to grade, content level, and language mode.
- Include more focus on the alignment between language objectives and the selected WIDA standard with addition of specific language forms or features.

1.4 Data-Driven Instruction	Approaching Expectations
Programs allow candidates exposure to, but not proficiency in, collecting, analyzing, and using data from multiple sources to inform instruction.	

- Each program has a course dedicated to assessment in which candidates learn how to assess multilingual learners and use that knowledge for instruction.
- For one assignment, candidates tutored students, conducted a pre-assessment, engaged in tutoring, and then gave a post-assessment to determine the impact of their tutoring on student learning.
- During interviews, candidates, even those at the end of the program, cited using the overall results from ACCESS testing to inform instruction, but were unable to recall other assessments they use to make instructional decisions.

Recommendations

- Increase candidates' content knowledge and application of WIDA standards leading to more effective data collection and use for lesson planning.
- Deepen candidates' understanding of ACCESS data for each of the language domains (rather than the overall result only) to facilitate student learning and growth, improve student grouping, design, and implementation of language support.

- Increase candidates’ knowledge and application of a variety of language assessments, such as informal formative and summative assessments.
- Ensure candidates implement systematic progress monitoring for language development during their clinical experiences.

1.5 Technology	Approaching Expectations
Technology is integrated into practice, but is not consistently utilized to enhance student learning outcomes.	

- Faculty and candidate interviews illustrated technologies utilized in the classroom at RIC.
- Candidates cited use of technologies (FlipGrid, Lexia, Imagine Learning, IXL) in the classroom, but could not speak to how these were used for language acquisition.
- It is unclear how candidates use the data produced by technology to improve instruction and student outcomes.

Recommendations

- Increase opportunities for candidates to design and implement digital age learning experiences to support language development.
- Increase candidates’ ability to use data from technology to improve language learning and growth.

1.6 Equity	Meets Expectations
Programs ensure candidates develop and demonstrate cultural competency and will be effective with a diverse student population and their families.	

- There is a clear progression of learning experiences that provide opportunities for candidates to develop cultural competency. Candidates have opportunities to reflect on their own biases, get to know their students as learners and people, collaborate closely with families, and apply knowledge of their students and families to instructional decisions.
- Candidates spoke to utilizing knowledge of students’ backgrounds in instructional decisions. One candidate described using specific visuals because her students were familiar with them. Another student referenced videos with background knowledge students had exposure to, ensuring easier access.
- Candidates complete a project in which they work with families to learn about their cultures and utilize their knowledge for instruction.

1.7 Rhode Island Educational Expectations	No Rating
This component will not be rated since RIDE has not updated its formal list of initiatives during the pandemic.	

Recommendations

- Make stronger connections between coursework and RI MLL Blueprint, RI MLL Strategic Plan, and MLL Curriculum Framework.

Standard 2: Clinical Partnerships and Practice

2.1 Clinical Preparation	Approaching Expectations
While clinical experiences begin early and grow in scope, clinical placements do not offer the breadth and depth necessary for PK-12 certification.	

- Candidates are educators working in the field and they student teach in their own classrooms; therefore, they do not have opportunities for depth and breadth of clinical experiences because they are teaching in their own classrooms and not gaining experience preparing lessons for various grade spans and language proficiency levels.
- Although candidates will receive a PK-12 certificate, there is no systematic way for candidates to get experience with other grade levels or students with varying proficiency levels.
- Candidates reported that they can observe other teachers in their building “when they have time.”

Recommendations

- Ensure that candidates experience the range of educational environments in which they will be certified through observations, tutoring, and case studies outside of their own classrooms.
- Collaborate with other RIC programs, such as Middle Grades and Special Education, to become familiar with ways they ensure and track the range of their candidates’ experiences.
- Incorporate a systematic way to increase candidates’ exposure to all grades and English language proficiency levels across program coursework and across clinical experiences.
- Consider the number of required observations across grade levels and student proficiency levels.

2.2 Impact on Student Learning	Approaching Expectations
Candidates demonstrate limited effect on students’ learning.	

- While early clinical experiences demonstrate an impact on student learning, programs need to demonstrate the effect of candidates’ impact on student learning throughout the entire clinical experience by collecting and analyzing useful data.
- Observation scores as well as Comprehensive Assessment Portfolio scores demonstrate positive effects on student learning, but reviewers were unable to see this evidence in a disaggregated manner.
- Candidates were not able to speak to multiple assessments during interviews, so the level of their impact on student learning is unclear.

Recommendations

- Collect and utilize data to ensure candidates’ impact on student learning.

2.3 Clinical Partnerships for Preparation	Approaching Expectations
While partnerships exist, they are not necessarily mutually beneficial, and mostly based on where candidates are currently employed.	

- Clinical educators and faculty supervisors consistently use shared rubrics for observations and feedback when evaluating candidates.
- There is no evidence of clinical partners’ involvement in the clinical experience as candidates are not placed, but are teaching in their own classrooms.

- There is no evidence of effective partnership evaluations because partnership selection is based on availability and circumstance (i.e., the school where the candidate already teaches).

Recommendations

- Programs and clinical partners should track and analyze data to evaluate and improve partnership effectiveness annually.
- Create the infrastructure to initiate and develop new partnerships that are mutually beneficial using current strong partnerships as a model to move forward. Utilize the partnership at Alfred Lima as an exemplar to build additional partnerships.

2.4 Clinical Educators	Approaching Expectations
Selection of clinical educators is based more on availability and personal connections rather than a demonstration of effectiveness.	

- Clear criteria for the selection of clinical educators exist, but it is unclear whether it is utilized because clinical educators appear to be selected based on their proximity and availability to the candidate within their school.
- Clinical educators appear to be those who are licensed in ESOL and available in the school at which the candidates teach.
- There is a training workshop offered to clinical educators, but when asked, many clinical educators reported not attending.

Recommendations

- Develop a set of procedures to recruit clinical educators, verify they are implementing effective practices in the classroom environment, require training of clinical educators in both the observation tools and methods for adult learning, and better evaluate their effectiveness as clinical educators on an annual basis using observations, decision-making points to determine interrater reliability, and collecting their perceptions of students on the development of skills.

Standard 3: Candidate Quality, Recruitment, and Assessment

3.4 Assessment Throughout Preparation	Meets Expectations
Assessment throughout programs is rigorous and clearly communicated and transparent to candidates. Assessment data is utilized to support and council candidates throughout programs.	

- Candidates were able to speak to the rubrics used to assess them throughout the program.
- Candidates were clearly able to speak about the requirements and assessment points throughout the program.
- Candidates complete a Readiness for Student Teaching Portfolio, which includes evidence of dispositions evaluations, course and GPA requirement status, practicum evaluations, and multiple other key assessments.

3.5 Recommendation for Certification	Approaching Expectations
Programs have clear criteria for recommendation for certification, but candidates do not have the opportunities for depth and breadth of clinical experiences necessary for a PK-12 certificate.	

- Candidates focus on designing lessons for their own classrooms, rather than additional grade spans and language proficiency levels necessary for PK-12 certification.

Recommendations

- Ensure candidates have opportunities to design lessons and units for the full range of the certification they will receive at the end of the program.

Standard 4: Program Impact

4.1 Evaluation Outcomes	Approaching Expectations
The FSEHD surveys employers annually, but response rates are too low to yield actionable data.	

- The FSEHD surveys employers annually, during the spring term, with the most recent administration being 2022. Although the survey is constructed to yield actionable information, response rates were too low to produce generalizable results and actionable feedback.
- Employer survey results indicate that recent FSEHD graduates are consistently performing within the “Effective” – “Highly Effective” range; however, this survey was aggregated for a three-year span and was not disaggregated by program.

Recommendations

- Create clear systems and outreach to ensure a higher response rate that can provide actionable data.
- Recognize that Component 4.1 is a program-level responsibility. Disaggregate survey data by year and by program.
- Research best practices for survey administration and response rates, and seek feedback from districts about how to improve survey administration and response.

4.2 Employment Outcomes	Approaching Expectations
The FSEHD surveys program completers annually and disaggregates data by program, but response rates are too low to yield actionable results.	

- The FSEHD surveys program completers annually. Although the survey is constructed to yield actionable information, the response rates were too low to produce generalizable results.

Recommendations

- Create clear systems and outreach to ensure a higher response rate that can provide actionable data.
- Consider other ways, such as utilizing personal email addresses, to ensure program completers receive the survey after graduation.
- Utilize the strong relationships among faculty and students for feedback post-graduation.
- Partner with LEAs to collaborate on ways they could distribute surveys to new hires.
- Invite graduates to social gatherings, professional development, and other networking events that offer an opportunity for graduates to come back and complete surveys in person.

- Partner with alumni associations to track changes in contact information, name changes, out-of-state employment, and job/career changes.
- Research other technology-related options, like video messages and QR codes.

Support Professional Certification Areas: Findings and Recommendations

Reading Specialist Program

The Reading Specialist program is a graduate program that leads to an M.Ed. in Reading.

Standard 1: Professional Knowledge

1.1 Knowledge, Skills, and Professional Dispositions	Not Applicable
Rhode Island does not have state-specific standards for the knowledge, skills, and professional dispositions for support professionals (Reading Specialists and School Psychologists).	

1.2 Knowledge of Content and Content Pedagogy	Approaching Expectations
Candidates demonstrate proficiency in some content association standards and critical pedagogical content concepts and practices within the program area.	

- Evidence from candidate and faculty interviews and class syllabi indicate that candidates generally develop an understanding of the components of reading broadly; however, the program is focused on the foundational aspects of literacy. Reading Specialists need to know how to support readers who struggle with a variety of issues beyond foundational skills.
- Although candidates do a content area reading class, this class is geared towards grades 6-12, and it is not completely clear where candidates learn about supporting the development of students' identities, reading motivation, self-regulation, and comprehension of complex texts.
- Diversity, equity, and inclusion are included in the classes, but evidence from syllabi and candidate interviews suggest that some of this work is standalone and somewhat superficial, rather than including assignments that help candidates support the variety of literacy practices of the diverse population of students in Rhode Island [see International Literacy Association (ILA) Standard 4].
- The focus for reading content seems appropriately focused around RIDE initiatives; however, this has resulted in an imbalance with some larger research and theoretical frameworks related to literacy development, such as motivation, and Rhode Island Core Standards related to text complexity, comprehension strategies, and deep textual analysis.

Recommendations

- Expand students' understanding of reading beyond the Simple View of Reading to include aspects of comprehension and higher-level meaning making, motivation, self-regulation, and to acknowledge diverse forms of meaning making beyond written text (e.g., multimodal texts, images, video, comprehension across multiple texts) and also diverse forms of meaning making across cultures. Support students to be critical consumers.
- Look closely at the full set of ILA standards to make sure that all aspects of those standards are included in coursework and experiences.
- Rather than using a transmission model of learning, give students opportunities to think critically about the materials they are reading and assessments. Rather than teaching candidates to choose an intervention program that fits a set of assessment results, candidates should be

taught to choose research-based instructional activities that target students’ specific instructional needs.

- Ensure candidates have the knowledge and expertise to both evaluate and select intervention programs and to select standalone instructional activities depending on students’ needs.
- Expand scope of reading theory and research beyond the Simple View of Reading and Dyslexia to include historical perspectives and development throughout grades for reading, writing, and language (ILA Standards 1), including opportunities for every candidate to apply this learning to a wider range of grade levels.

1.3 Standards-Driven Instruction	Meets Expectations
Candidates develop and demonstrate ability to design, implement, and assess learning experiences based on the student standards in Rhode Island.	

- Standards for ILA, IDA (International Dyslexia Association), and Rhode Island Core are listed clearly on each syllabus.
- Evidence illustrates candidates’ proficiency in designing, implementing, and assessing learning experiences based on Rhode Island Core student standards.

1.4 Data-Driven Instruction	Approaching Expectations
Candidates develop and demonstrate ability to collect and analyze data, but it is not clear to what degree candidates develop a deep understanding of the purpose of assessment to evaluate and modify instructional practice.	

- Evidence from course syllabi and candidate interviews indicate that candidates use a variety of assessments in their coursework by administering assessments to their own students as part of class assignments.
- Candidates stated that they also examine the reliability and validity of assessments, but there is no evidence that they learn to critique assessments so they can effectively select assessments that fit their students’ needs.
- Although candidates learn about a wide variety of assessment tools in SPED 546 and READ 629, most seem geared toward foundational skills and early literacy skills. For example, although candidates learn to use a few comprehension assessments, like the Maze or the GORT, these assessments are used to tell an educator that a student has a difficulty in reading comprehension, but not necessarily to help an educator understand why students are struggling in a given area.
- Candidates develop an understanding of assessment as a tool to diagnose learning differences and/or disabilities in students, to match an intervention to that disability, and to monitor progress; however, it is not clear to what degree candidates develop a deep understanding of the purpose of assessment to evaluate and modify instructional practice.
- There is little evidence indicating that candidates understand the strengths/limitations and influences of various types of tools regarding inherent language, dialect and/or cultural bias within assessments.

Recommendations

- Integrate understanding of RICAS and its place in a comprehensive assessment system at the school level to more thoroughly address ILA standard 3, which requires candidates to select,

administer, analyze, and interpret data for instructional decision-making for classrooms and schools.

- Integrate more comprehensive assessments to ensure that candidates are supported in determining specific comprehension needs, such as inferencing, questioning, and background knowledge.

1.5 Technology	Does Not Meet Expectations
Candidates' experience with digital literacies is limited to one class, which provides limited research and exposure to a variety of digital literacies.	

- Students in the program have not yet taken the Digital Literacies class that is required of their program.
- In interviews, candidates did not have much to say about using digital technologies to support their readers in any of the five courses they had taken thus far, so evidence suggests that digital literacies are not well-incorporated into classes that occur early in the course sequence.
- Evidence from faculty interviews suggests that the program is thinking about digital literacies in a relatively narrow way (e.g., as digital spreadsheets used to track student data and as literacy applications such as Lexia to support traditional literacies) rather than as new digital literacy practices that emerge as new technologies emerge.
- Review of texts and assignments in the Digital Literacies course syllabus shows that *Essential Elements of Digital Literacies* by Doug Belshaw, an ebook published in 2014, is utilized for at least 9 out of 15 weeks in the course. This text has limited citations and seems to have potentially outdated approaches given the rapid advancements in this field in the years since it was published. The final project for this class requires candidates to implement a digital intervention; this insufficiently addresses digital age learning in classrooms.

Recommendations

- Expand the way the program thinks about and teaches digital literacies. Candidates should learn about how to support their students to use multiple forms of text, including digital and multimodal texts. Candidates should learn how to support their own readers to develop digital literacy practices (e.g., reading across multiple internet texts, evaluating texts, using email, searching texts on the Internet).
- The Digital Literacies course (READ 688) should be redesigned. The course should use readings that provide research for candidates and should focus on an expansive view of digital literacies (e.g., New Literacies) that includes new, digital literacies practice (rather than viewing digital literacies as just technology tools). Consider ways to meet these needs for the current cohort of candidates.

1.6 Equity	Approaching Expectations
Candidates have exposure to cultural competence, but it is unclear that they demonstrate proficiency in culturally responsive skills necessary to be effective with a diverse student population, parents, and the community.	

- While Dr. Gholdy Muhammad's *Cultivating Genius* was mentioned numerous times by faculty as an example of teaching diversity in READ 501, candidate interview responses indicate that this text may not have had as much of an impact as was intended to support candidates' in learning about teaching diverse learners.

- Review of syllabi suggests that students develop a somewhat superficial way of thinking about equity, diversity, and inclusion.
- Although students have an assignment in which they examine their own biases, it is unclear that students actually examine their own privileges and biases in ways that change the way they think about themselves and their relationship to the world and to their students.
- Students seem to develop a somewhat narrow view of assessment as a tool to diagnose reading disabilities/differences, which are situated in children, rather than a view of assessment as a tool to identify instructional changes that need to be made, which are situated in instruction. This could lead to a deficit view of readers who struggle rather than to a more asset-based and equitable view.

Recommendations

- Incorporate some critical lenses into different courses so candidates can learn to think more critically about instruction and assessments.
- In addition to gaining understanding of their own biases, candidates should be taught to understand potential biases in assessment and instruction.
- Incorporate assessments that help candidates understand not just whether students are struggling, but the area in which they are struggling (e.g., phonics, comprehension, etc.), and what skills, exactly, they struggle with so that instruction can be targeted to meet students’ specific needs rather than using a general intervention that just fits the area. This will also support candidates to take a more asset-based approach to thinking about students and would support candidates to work in districts that do not have access to costly packaged intervention programs.

1.7 Rhode Island Educational Expectations	No Rating
This component will not be rated since RIDE has not updated its formal list of initiatives during the pandemic.	

- Evidence from multiple sources indicates that the program is designed around RI’s Right to Read Act (e.g., the first three courses of the program provide students with the Literacy/Dyslexia Endorsement for the state).

Standard 2: Clinical Partnerships and Practice

2.1 Clinical Preparation	Approaching Expectations
Clinical experiences are limited and do not offer the depth, breadth, or diversity necessary to enable candidates to demonstrate proficiency of the skills identified in Standard 1.	

- Candidates experience a limited range of educational environments (summer clinic in East Providence and their own classroom).
- Candidates’ observation of practice is also limited to the clinic in East Providence. If a candidate does not have a reading specialist at their school site, it is unclear how they will acquire the opportunity to observe experts in the field.
- The clinical preparation meets the number of hours required for field experience; however, based on evidence illustrating a limited range of educational environments, supervision, and observation of practice, many practicum hours are completed independently by candidates through course assignments, like video recorded instruction, rather than through clinical partnerships.

- The summer clinic mirrors the range and intensity of responsibilities of a reading specialist, but other practicums seem to be primarily embedded in each candidate’s own classroom, which, by default, may or may not mirror the range and intensity of responsibilities for the position.

Recommendations

- Provide candidates with opportunities to engage in more varied clinical experiences beyond summer practicum and their classroom context to experience a variety of settings more representative of the state population.
- Ensure candidates have opportunities to observe clinical practice with clinical educators in the field and not only with RIC faculty members.

2.2 Impact on Student Learning	Approaching Expectations
Candidates are able to demonstrate some impact on student learning, but the degree to which they do so is not clear.	

- Candidates’ impact on student learning is clearly evident in the summer practicum through the Progress Monitoring Tool for Data Collection and Graphing. Candidates’ impact on student learning in other practicum experiences is not clear based on available evidence.
- Program faculty acknowledged that residency-based partnerships are in development for courses that have not yet been offered.

Recommendations

- Ensure that there are clear processes in place to evaluate K-12 student learning in both the summer clinic and other practicums.
- Candidates should track K-12 student learning using other tools in addition to Kearns’ Progress Monitoring Tool.

2.3 Clinical Partnerships for Preparation	Approaching Expectations
One mutually beneficial partnership exists, but limits candidates’ experience because of the lack of clinical educators.	

- Available evidence suggests that the program hasn’t been co-designed with clinical partners yet; therefore, there does not appear to be any shared expectations for candidates experiences or performance.
- There is a clinical partnership with the East Providence summer clinic, but it doesn’t include clinical educators, as the faculty instructor provides the modeling, observation, and feedback of candidate practice in that course.

Recommendations

- Establish a pool of clinical educators so that candidates are not learning from just one faculty member and/or just one practitioner.
- Bring practicing reading specialists into the summer clinic as side-by-side tutors or guest lecturers for observation and feedback.
- Establish a cadre of vetted reading specialists to provide a model to candidates through experiences such as shadowing and/or consultative virtual meetings.

2.4 Clinical Educators	Does Not Meet Expectations
The program lacks clinical educators who are able to coach and supervise candidates to effectively support the development of candidate knowledge and skills.	

- There is a clinical partnership with the East Providence summer clinic, but it doesn't include clinical educators, as the faculty instructor provides the modeling, observation, and feedback of candidate practice in that course.
- Most of the candidate observations seem to be via video with feedback from professors, who are serving as clinical educators, which does not fully meet this standard.
- Candidates' other clinical experience is completed in their own classroom, without an additional clinical educator.

Recommendations

- Develop a set of procedures to recruit clinical educators and verify they are implementing effective practices in the classroom environment. Require training of clinical educators in both the observation tools and methods for adult learning and better evaluate their effectiveness as clinical educators on an annual basis using observations, decision-making points to determine inter-rater reliability, and collecting their perceptions of students on the development of skills.
- Ensure that candidates get to learn from clinical educators in the field, rather than just learning from faculty members.
- Establish partnerships with sites and clinical educators that can provide observational feedback for candidates.

Standard 3: Candidate Quality, Recruitment, and Assessment

3.4 Assessment Throughout Preparation	Approaching Expectations
Some criteria for monitoring candidate progression prior to student teaching exists; however, it should be more robust.	

- Students stated that they receive a lot of feedback on assignments and in courses across different faculty members and that faculty are available to them when they have specific questions or want to meet. They also receive timely feedback during their summer clinic.
- Numerous rubrics for evaluating candidates' implementation of lessons exist and are used consistently.
- There is a plan to use Devin Kearns' progress monitoring tool to monitor clinic students' learning as well as the learning of the students in the candidates' own classrooms through the completion of practicum assignments. It is unclear whether the candidate would track the progress of a single student of theirs over the course of the program or whether they would track multiple students.
- There was not an opportunity to review candidates' work to understand the level of proficiency that candidates have developed through the aforementioned assessments in courses completed thus far because samples of candidate work were not included in the evidence received by the review team.
- The program has, what appears to be, an effective plan in place to monitor student progress.

Recommendations

- Ensure a more formalized and transparent candidate evaluation and feedback process beyond just the requirement to pass READ 534 and SPED 546 with a 3.0 or better before candidates

enter internship/summer clinic.

3.5 Recommendation for Certification	Approaching Expectations
Although there is clear criteria used to evaluate candidates prior to recommendation for certification, gaps in preparation regarding content knowledge are concerning.	

- There is a clear process for evaluating candidates for recommendation for certification.
- Given the evidence, there appear to be some gaps in preparation of candidates in terms of the content knowledge as outlined in the ILA standards.

Recommendations

- Ensure a more formalized, comprehensive, and transparent candidate evaluation process. Consider having candidates develop a capstone portfolio where they reflect on their practice and learning and describe how they met each of the ILA standards using evidence from their program assignments and experiences.
- Ensure candidates develop proficiency in all the ILA standards prior to completion.

Standard 4: Program Impact

4.1 Evaluation Outcomes	No Rating
This program does not yet have program completers, but has plans to survey employers annually.	

4.2 Employment Outcomes	No Rating
The program does not yet have program completers, but has plans to survey completers annually.	

School Psychology Program

The School Psychology program is a graduate course of study that leads to a Masters of Arts or a Certificate of Graduate Study (C.A.G.S.).

Standard 1: Professional Knowledge

1.1 Knowledge, Skills, and Professional Dispositions	Not Applicable
Rhode Island does not have state-specific standards for the knowledge, skills, and professional dispositions for support professionals (reading specialists and school psychologists).	

1.2 Knowledge of Content and Content Pedagogy	Meets Expectations
Candidates develop proficiency in critical concepts, principles, and practices of school psychology.	

- The School Psychologist program has developed program-level assessments examining the developmental acquisition of knowledge, skills, and dispositions, relevant to both NASP and RISE, administered pre-, mid-, and post-program.
- Reports of assessment results document progress during and successful achievement post-program.
- Student artifacts show program focus and student performance on RISE standards as well as NASP standards.
- The School Psychologist handbook details the program course of student which clearly addresses the RISE standards.

- Overall cohort course grade averages from 2019-2022 range from 3.75 to 3.95, demonstrating high proficiency in course content.
- Course-level and program-level assessment, including Praxis performance, provide evidence that the program prepares professionals who are proficient in critical concepts and principles.
- Reported data indicate aggregate average performance on RIC assessments ranging from 89-100%.
- The Praxis pass rate for the cohorts between 2019-2022 is 100%.
- On-site evidence and interviews with candidates, interns, and supervisors support the finding that candidates develop proficiency in critical concepts, principles, and practices for school psychology, matching the expectations of the NASP standards.
- All candidates experience a consistent, standards-based curriculum with opportunity and support to meet professional (NASP) standards.
- Each course syllabi includes specific statements related to professional standards in each of the NASP practice domains.

1.3 Standards-Driven Instruction	Meets Expectations
Candidates develop a deep understanding of program standards for program quality and student service.	

- Didactic preparation and the practicum and internship as designed and implemented include assessments of candidate ability to successfully engage in all the usual and expected professional tasks associated with school psychology.
- The program reports that it provides a focus on student learning standards in several academic and field-based courses. These courses and learning experiences require candidates to apply knowledge of Rhode Island Core Standards to analyze, develop, and deliver academic supports to students.
- The curriculum map clearly indicates the course coverage of each of the NASP domains and applicable RI Core Standards.

1.4 Data-Driven Instruction	Meets Expectations
Candidates develop proficiency in identifying, gathering, analyzing, and using data from both assessment and other sources to support students and their families.	

- The School Psychology program includes coursework in assessment across multiple areas of student competence and performance and students are required to demonstrate their skill and knowledge to standard. For example, the course on cognitive assessment requires students to video-record administration of the assessment and to generate written reports including “interpretation” of findings for feedback and assessment of competence.
- A principal role of the school psychologist is to engage in psycho-educational assessment, which involves the implementation of systematic means for the collection of information, analysis, interpretations, and the generation of recommendations for action related to addressing the referral question of “problem to be addressed.” This instruction and student competence is assessed via instructional artifacts, recorded performance, and review of assessment results reporting.
- Proficiency rates for data-driven instruction range from 91-100%, and evidence provided by discussions with supervisors and interns in the field and by candidates across the three years of

the program corroborates these proficiency rates.

1.5 Technology	Meets Expectations
Candidates develop proficiency in uses of technology (assessment, reporting, and resource-access) appropriate to the profession of school psychology.	

- Interviews with faculty, internship supervisors, and candidates strongly suggest that practice-related technology is a part of training and internship preparation for independent practice. This is true despite the fact that many of the school districts being served in Rhode Island do not require or typically use that technology exposed to candidates.
- Several of the site supervisors indicated that RIC students and graduates actually served as “consultants” to many practitioners in the use of specialized practice technology.
- Technology assessment proficiency rate results range from 89-100%.

1.6 Equity	Meets Expectations
Candidates reflect on their own biases, understand their own worldviews, as well as the experiences of others, and they develop proficiency in working effectively with multilingual learners, differently-abled students, and families in diverse communities.	

- Evidence indicates efforts, beginning in 2018, to successfully increase the diversity of field placements and experiences for both practicum and internship.
- Faculty and students in the program have partnered with the BHEST grant, which focuses on providing services in high-needs districts, and the IHBT grant, which focuses on provides services in high-needs and rural districts.
- In 2022-2023, 7/12 internship placements were in highly diverse districts (as measured by the percentage of students classified as “high needs,” eligible for free/reduced lunch, multilingual learners, differently-abled, or diverse in race/ethnicity), and 2/12 district placements were in rural settings. Similarly, most practicum placements are in highly diverse settings (9/12 placements).
- Students reported that they were required to prepare “artifacts” which documented their study of the content, related problem-solving, and self-reflection for bias and issues of practice.
- Review of syllabi and reports from candidates indicate they learn about the impact of poverty on learning and well-being.

1.7 Rhode Island Educational Expectations	No Rating
This component will not be rated since RIDE has not updated its formal list of initiatives during the pandemic.	

- A review of course syllabi and other evidence gathered from faculty, candidate, and internship supervisors suggest that the program requires candidates to be well-versed in applicable state and federal law and regulations, including case law and court precedent.

Standard 2: Clinical Partnerships and Practice

2.1 Clinical Preparation	Meets Expectations
The internship placement specifically includes the range and intensity of responsibilities of a school psychologist, with a strong connection to relevant theories and frameworks, and includes the requisite length of placement.	

- The School Psychology program has strong relationships with schools, with interns operating gradually more independently based on demonstrations of their competence and confidence.
- Candidates and interns have opportunities, and were expected, to work with students from broad and diverse backgrounds and have multiple experiences working with diverse populations of students.
- Clinical preparation emphasizes working across all areas of practice from assessment to consultation to counseling with a wide variety of students.
- Clinical experience begins relatively early in the program, although some candidates reported a desire to have earlier opportunities, during year one, for entry into and observations in schools.

2.2 Impact on Student Learning	Meets Expectations
Program candidates develop proficiency and prioritize positive impact on student learning and growth academically, behaviorally, and socially.	

- Candidate observations and assignments demonstrate candidates' ability to impact students in positive ways.

2.3 Clinical Partnerships for Preparation	Meets Expectations
The School Psychology program and its clinical partners work closely with each other to ensure appropriate clinical experiences for candidates, evaluate and constantly improve support for candidates, and to collaboratively improve the program based on student and partner needs.	

- Partnership sites provide opportunities for interns to be involved in leadership and interdisciplinary student support, assessment, and intervention activities.
- Candidates are engaged in school-level problem solving and decision-making, and are provided with multiple opportunities to act as "change agents" and professional resources to other school personnel.
- Program partners have multiple formal and informal opportunities for feedback to the program and for continuing professional development in conjunction with their association to Rhode Island College.

2.4 Clinical Educators	Meets Expectations
School psychologists who serve as intern supervisors are highly effective in modeling practice, supporting candidates, providing feedback, and assessing candidate performance.	

- Clinical educators are selected based on training and experience based on personal and professional relationships often developed in preparation since many of the internship supervisors are former RIC students and graduates.

- Each year, clinical faculty and students are expected to provide feedback concerning the quality of the experience, site, and supervision. Results of interviews suggest this is subject to continuous quality improvement orientation and activity.
- Students and internship sites engage in a system of mutual interviewing and selection.

Standard 3: Candidate Quality, Recruitment, and Assessment

3.4 Assessment Throughout Preparation	Meets Expectations
Candidates are assessed through performance-based assessments that are based on clear and appropriate criteria, communicated clearly and understood by candidates and stakeholders.	

- Recommendation for internship is contingent on meeting GPA, practicum, course completion, and examination requirements. This recommendation depends on demonstrations of student knowledge and skills that are sufficient to proceed to supervised practice. This safeguards student wellbeing and success.
- During the most recent academic year, there was a 100% pass rate to the internship phase of the program.
- Students are expected to develop and submit multiple “artifacts” of their study and learning for documentation and sharing with other students in the cohort to support collaborative learning.
- Standards are clearly detailed in each course syllabi as well as in the overall program description in the program handbook and include examples of demonstration required to indicate competence.
- In addition to meeting professional standards and applicable RIDE standards, the program seeks and utilizes feedback from clinical supervisors, interns, practicum students, and didactic students to monitor and maintain program relevance to districts in Rhode Island.
- Assessment is continuous across the program and scaffolded to support development and success of candidates.

3.5 Recommendation for Certification	Meets Expectations
Candidates are recommended only when they demonstrate the professional competencies identified in the NASP standards, and candidates who are not demonstrating those proficiencies are remediated through close cooperation between field-based supervisors and program faculty.	

- Candidate recommendation for practice depends on successful demonstrations for all prior requirements, successful performance during internship, and successful performance on the School Psychologist Praxis examination.
- The most recent pass rate is reported to be 100% and the aggregate over the past three years is above 90%.
- Practicum supervisor ratings range from 95-99% proficient (candidate scored as competent or above). Similarly, internship supervisor ratings range from 95-100% proficient.
- Recommendation for credentialing requires clinical faculty recommendation and evaluation of demonstrations, performance, and candidate-developed artifacts to determine competence and readiness for independent practice.

Standard 4: Program Impact

4.1 Evaluation Outcomes	Meets Expectations
The program sends a detailed employer survey that asks for both ratings of completer performance and actionable feedback for program improvement, the results of which affirm the effectiveness of program completers.	

- Measures of impact (employer surveys) suggest program graduates are effective and contribute to their assigned schools in meaningful and significant ways.
- The program should explore methods to increase survey response rates to increase confidence in results.

4.2 Employment Outcomes	Meets Expectations
Educators are prepared to work effectively in PK-12 schools, as measured by survey responses regarding their preparedness and satisfaction with their preparation in the program.	

- A quality survey designed to yield actionable results is distributed to program completers annually.
- Available survey data suggests program graduates are effective and valuable members of the school campuses to which they are assigned. Recent survey data indicate strong or very strong support regarding graduates’ preparedness and satisfaction with their preparation program.

Provider-Level Findings and Recommendations

Standard 3: Candidate Quality, Recruitment, and Assessment

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

- The evidence suggests that the composition of candidates is approaching, but does not quite meet, the diversity of Rhode Island’s PK-12 schools.
- Rhode Island College and its programs have multiple efforts in place that demonstrate a significant effort to support a diverse group of candidates, including Grow Your Own programs and revisions to admissions policies and supports.

Recommendations

- Consider how to partner with LEAs for expanded pipeline initiatives.
- Find ways to offer programming that meets the needs of diverse communities.

3.2 Response to Employment Needs	Meets Expectations
The provider works closely and proactively with its partner districts to understand and be responsive to the employment needs.	

- Candidates at Rhode Island College are provided current data about employment prospects within Rhode Island and other geographic regions for various certification areas.
- Programs at Rhode Island College have adapted to employment needs and made programmatic changes based on feedback. One example of this is the elementary education program requiring candidates earn dual certification in elementary education and either special education or

middle school science or mathematics, which are areas of need in Rhode Island and other states.

3.3 Admissions Standards for Academic Achievement and Ability	Meets Expectations
Provider and program admission requirements meet Rhode Island Department of Education expectations. The provider and its programs have established approved conditional acceptance policies and support candidates thoroughly.	

- The FSEHD admission requirements meet the minimum standards set forth by RIDE.
- There is a conditional admittance policy in place that reflects the various reasons candidates may not obtain full admission initially (GPA, test scores, etc.). The policy is effective in supporting candidates to full admittance.
- Conditional acceptance data is tracked and updated to reflect when candidates obtain full admission to programs.

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

- Rhode Island College utilized a study regarding qualities and dispositions of effective educators to inform selection of indicators on a candidate disposition form. This form is completed by students, staff, and clinical educators at several points throughout the program, including at admission.

Standard 5: Program Quality and Improvement

5.1 Collection of Data to Evaluate Program Quality	Meets Expectations
There is a process in place to systematically collect candidate data on an regular basis. This data is used for program evaluation and continuous improvement.	

- The Continuous Quality Improvement (CQI) cycle used by Rhode Island College provides clear, consistent structures that support the provider and programs to regularly collect data on program quality. This includes regular meetings throughout the year to analyze data, set action steps, and reflect on the implementation of action items.
- Provider and program leadership interview responses indicated that faculty consistently utilize information gleaned from the CQI process within and across programs.

5.2 Analysis and Use of Data for Continuous Improvement	Meets Expectations
The provider systematically analyzes and uses data to guide continuous improvement efforts.	

- Programs utilize CQI to systematically analyze data on program performance and candidate outcomes multiple times per year.
- Data analysis is used to make recommendations for programmatic changes. All recommendations and changes are documented and publicly shared.

5.3 Reporting and Sharing of Data	Meets Expectations
The provider and its programs meet all RIDE reporting requirements. The provider reports program outcomes and program completion data publicly.	

- Rhode Island College meets all RIDE EPP reporting requirements and links to the Title II reporting and Educator Preparation Index on their website.
- Additional data, and how it has informed programmatic changes, is included on Rhode Island College's website.
- CQI, including feedback and improvements, is shared publicly in an excel template.

5.4 Stakeholder Engagement	Meets Expectations
The provider consistently engages stakeholders in program evaluation and improvement efforts.	

- Stakeholders are part of CQI cycles, and provider and program leadership utilize and document their feedback for programmatic changes and improvements.
- Stakeholders are a key partner in reviewing program performance as evidenced by meeting and agenda templates and supported by interviews with program leadership who provided specific examples of how stakeholder feedback informed programmatic changes. For instance, the science practicum was moved to align to the high school semester, rather than the college spring semester.

5.5 Diversity and Quality of Faculty	Approaching Expectations
The provider has demonstrated some efforts to ensure that candidates are prepared by diverse and qualified faculty.	

- Faculty CVs demonstrate that faculty members have appropriate qualifications and are knowledgeable in their fields.
- Evidence, such as the DEI goals and the Diversity Hiring Guide, illustrates efforts to increase the diversity of faculty; however, data indicates that the composition of the faculty does not yet reflect the diversity of Rhode Island. The PREP-RI reviewers recognize that this metric is impacted by available open positions and hiring needs as well as a hiring freeze.
- The review team did not have access to faculty evaluations, which is a required component of the PREP-RI review process.

Recommendations

- Increase efforts to diversify faculty, such as advertising on job boards that intentionally recruit diverse candidates.

5.6 Other Resources	Meets Expectations
The provider has sufficient resources to deliver effective educator preparation consistent with the expectations of the Rhode Island Standards for Educator Preparation.	

- There is clear evidence regarding the resources allotted to staff in aid of effective educator preparation, including ongoing professional development, tangible resources in IT, and conferences to learn best practices from other states, such as the ASPIRE conference in Denver.

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
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

Provider Approval Term	Description	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