



Application for PK-5 Integrated STEM Endorsement Providers

The Rhode Island Department of Education is seeking providers from higher education institutions, professional learning providers, non-profit organizations, and vendors to become an approved provider of professional learning leading to a PK-5 Integrated STEM Endorsement. Interested providers must complete the endorsement provider application.

Directions:

1. Review the competencies associated with this endorsement.
2. Complete pages 1-5 of this application and provide supporting evidence.
3. Email this application with supporting documentation to kristin.re@ride.ri.gov in the Office of Educator Excellence and Certification Services.
4. RIDE will review the submitted documentation to determine if the offerings meet the plan of study for the endorsement area. Please allow 6-8 weeks for review. RIDE will publish all provider names to the RIDE website.
5. Once approved by RIDE, the provider may begin to offer the plan of study that leads to an approved endorsement area.

Section A: Contact Information (Please Type or Print Clearly)

Provider Name:

Address:

City:

State:

Zip Code:

Contact Name and Title:

Email:

Phone Number (with extension, if applicable)

(____) _____ - _____ x _____

Fax Number:

(____) _____ - _____



Section B: Description of Provider and Qualifications of Facilitators

Provide a brief (250-word max.) description of your qualifications, including the focus endorsement area of the services you provide. As attachments, provide resumes or curriculum vitae (two-page limit) for staff responsible for overseeing and facilitating the learning experiences/competencies that lead to endorsement in this area. Please also highlight any community/business partnerships that your program may engage educators in.

Section C: Evidence of Meeting Competencies

For each of the competencies listed in the grey headings, please provide a detailed response to the following questions:

Competency I

Demonstrate knowledge, skills, and understanding of grade level concepts related to STEM as described in the standards for science, technology, engineering, and mathematics as well as knowledge of the vital role of STEM in local and global communities.
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Briefly (250-word max.) describe how you prepare educators to demonstrate Competency I above. Be sure to address how you ensure a balance of the grade-level standards¹ from each STEM discipline. How do you assess this competency?

Please provide 1-2 artifacts as attachments that demonstrate how you prepare educators to demonstrate this competency. Examples include, but are not limited to a syllabus, a PowerPoint presentation **with facilitator notes**, or participant handouts. If you have an online platform, please provide a sample login to assist the review committee in understanding the nature of your offerings. Please list the artifacts here.

¹ Standards include the [Next Generation Science Standards \(NGSS\)](#), [The RI Computer Science Standards](#), [Standards for Technology & Engineering Literacy \(STEL\)](#), and the [RI Core Standards for Mathematics](#).



Competency II

Design and implement grade band-appropriate problem-based Integrated STEM instruction that engages students in STEM-related design processes and [Cross-Curricular Skills](#).

Briefly (250-word max.) describe how you prepare educators to demonstrate Competency II above. How do you assess it?

Please provide 1-2 artifacts as attachments that demonstrate how you prepare educators to demonstrate this competency. Examples include syllabi, PowerPoints with facilitator notes, or participant handouts. If you have an online platform, please provide a sample login to help the review committee understand your offerings. Please list the artifacts here.

Competency III

Understand and apply techniques to foster a collaborative and inclusive culture for STEM that encourages active learning, interaction, participation, and collaboration.

Briefly (250-word max.) describe how you prepare educators to demonstrate Competency III above. How do you assess it?

Please provide 1-2 artifacts as attachments that demonstrate how you prepare educators to demonstrate this competency. Examples include syllabi, PowerPoints with facilitator notes, or participant handouts. If you have an online platform, please provide a sample login to help the review committee understand your offerings. Please list the artifacts here.

Competency IV



Create and implement assessments that measure student progress in development of Integrated STEM-related processes and skills; using this information to inform instruction.

Briefly (250-word max.) describe how you prepare educators to demonstrate Competency IV above. How do you assess it?

Please provide 1-2 artifacts as attachments that demonstrate how you prepare educators to demonstrate this competency. Examples include syllabi, PowerPoints with facilitator notes, or participant handouts. If you have an online platform, please provide a sample login to help the review committee understand your offerings. Please list the artifacts here.

Section D: Offering Details

Provide a detailed description of how the plan of study will be taught (modules, courses, PL sessions or workshops), the time requirement to complete endorsement area (number of days, hours) and the fee.

Describe the provider's continuous improvement process and the data sources and specific data points used to inform improvements to their offering.



Do these offerings focus on instructional practices for Integrated STEM in Pre-Kindergarten through grade 5?

- Yes
 No

Section E: District/ School References:

List up to three references of districts or schools with whom you have worked in the past who can speak to the quality of your professional learning support.

Organization/School	Contact Name & Role	Phone/Email
1.		
2.		
3.		

Section F: Assurance

Please assure the following statement by checking the box, and printing your name below:

- On behalf of the organization/provider, I assure that the information provided is accurate.

_____ Organization or Provider Name	_____ Date
_____ Name and Title	_____ Signature

Please e-mail this application and supporting documentation to Kristin Re at kristin.re@ride.ri.gov



To be completed by the Review Committee

Section B: Provider Description and Staff Qualifications				
	0	1	2	3
Provider Description	The application does not include a description of qualifications of facilitators.	The qualifications of the provider and facilitators are insufficient.	The provider and facilitators have sufficient qualifications related to the endorsement area.	The provider and facilitators have significant qualifications relevant to the endorsement area.
Staff Qualifications	The application does not include staff resumes or the facilitators' resumes do not include evidence of facilitation learning experiences.	The facilitators' resumes include evidence of facilitating learning but not in the endorsement area.	The facilitators' resumes include evidence of facilitating learning in the endorsement area.	The facilitator's resumes include evidence of significant experience facilitating learning experiences in the endorsement area.

Section C: Competencies					
		0	1	2	3
Competency I	Preparation	The provider does not describe and/or provide artifacts that demonstrate how it will prepare educators to demonstrate Competency I.	The description and evidence provide insufficient detail about how the provider will prepare educators to demonstrate Competency I or the evidence does not reflect best practice.	The description and evidence provide sufficient examples of how the program will prepare educators to demonstrate Competency I. The evidence reflects research and best practice.	The description and evidence are strong examples of how the program will prepare educators to demonstrate Competency I. The evidence reflects research and best practice.
	Assessment	The provider does not describe how it will assess Competency I.	The provider describes how it will assess Competency I, but the description lacks detail; the assessment method is unclear.	The provider describes clearly how it will assess Competency I.	The provider describes clearly how it will assess Competency I in authentic ways.



		Section C: Competencies			
		0	1	2	3
Competency II	Preparation	The provider does not describe and/or provide artifacts that demonstrate how it will prepare educators to demonstrate Competency II.	The description and evidence provide insufficient detail about how the provider will prepare educators to demonstrate Competency II or the evidence does not reflect best practice.	The description and evidence provide sufficient examples of how the program will prepare educators to demonstrate Competency II. The evidence reflects research and best practice.	The description and evidence are strong examples of how the program will prepare educators to demonstrate Competency II. The evidence reflects research and best practice.
	Assessment	The provider does not describe how it will assess Competency II.	The provider describes how it will assess Competency II, but the description lacks detail; the assessment method is unclear.	The provider describes clearly how it will assess Competency II.	The provider describes clearly how it will assess Competency II in authentic ways.
Competency III	Preparation	The provider does not describe and/or provide artifacts that demonstrate how it will prepare educators to demonstrate Competency III.	The description and evidence provide insufficient detail about how the provider will prepare educators to demonstrate Competency III or the evidence does not reflect best practice.	The description and evidence provide sufficient examples of how the program will prepare educators to demonstrate Competency III. The evidence reflects research and best practice.	The description and evidence are strong examples of how the program will prepare educators to demonstrate Competency III. The evidence reflects research and best practice.
	Assessment	The provider does not describe how it will assess Competency III.	The provider describes how it will assess Competency III, but the description lacks detail; the assessment method is unclear.	The provider describes clearly how it will assess Competency III.	The provider describes clearly how it will assess Competency III in authentic ways.
Competency IV	Preparation	The provider does not describe and/or provide artifacts that demonstrate how it will prepare educators to demonstrate Competency IV.	The description and evidence provide insufficient detail about how the provider will prepare educators to demonstrate Competency IV or the evidence does not reflect best practice.	The description and evidence provide sufficient examples of how the program will prepare educators to demonstrate Competency IV. The evidence reflects research and best practice.	The description and evidence are strong examples of how the program will prepare educators to demonstrate Competency IV. The evidence reflects research and best practice.



Section C: Competencies					
		0	1	2	3
	Assessment	The provider does not describe how it will assess Competency IV.	The provider describes how it will assess Competency IV, but the description lacks detail; the assessment method is unclear.	The provider describes clearly how it will assess Competency IV.	The provider describes clearly how it will assess Competency IV in authentic ways.

Section D: Offering Details					
		0	1	2	3
	Plan of Study	The provider does not describe how the plan of study will be taught.	The provider's description of how the plan of study will be taught is unclear or missing key details.	The provider's description of how the plan of study will be taught is clear and generally reflects best practice.	The provider's description of how the plan of study will be taught is clear and reflects best practice.
	Continuous Improvement Process	The provider does not describe a continuous improvement process.	The provider's description of its continuous improvement process is unclear.	The provider clearly describes its continuous improvement process and the data it uses to inform improvements.	The provider describes its continuous improvement process and gives examples of how it has used data and the process in the past to inform improvements.