# PREP-RI
# PROCESS GUIDE

Preparing for Your PREP-RI Review

Effective June 2025

# How to Use this Document

This document outlines the PREP-RI process for Rhode Island EPPs seeking program renewal. It is intended for provider and program leadership, faculty, and staff to aid in review planning.

This document is organized into the following sections:

1. PREP-RI Goals and Context – Explains the history and purpose of the PREP-RI process.
2. PREP-RI Process Roles – Outlines the roles of individuals responsible for preparing for and executing the visit
3. PREP-RI Timeline – Lists actions and responsible parties required leading up to and immediately following the visit
4. Preparation for the Provider-Level Review – Outlines the purposes, processes, and requirements associated with the artifact submission and virtual group interviews as part of the provider-level review
5. Preparation for the Program-Level Review – Shares details about the on-site visit, during which program-level reviews occur, with details about artifact submission and group interviews
6. PREP-RI Logistics – Describes specific logistical considerations when preparing for the visit

This guide highlights other useful documents related to PREP-RI that can be found on the PREP-RI page of the RIDE website. The Rhode Island Department of Education (RIDE) has also published *Guide for New Program Approval for Educator Preparation Providers*, which details the process for new providers or providers that wish to create new programs.

# PREP-RI Goals and Context

## Context

The Commissioner of Elementary and Secondary Education approves Rhode Island educator preparation programs. The PREP-RI process leverages the expertise of teams of educators to assess strengths and opportunities for growth of educator preparation programs and make approval recommendations to the Commissioner.

## Key Terms

The following terms are used throughout this document and in the PREP-RI process.

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

**Clinical educator:** A PK-12 educator who oversees a candidate's clinical experience; 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 residency) within a PK-12 setting that are sequenced and integral to candidate preparation

**Completer**: A person who has successfully finished an educator preparation program; alum; 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**: The institution or organization that offers one or more educator preparation programs

**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

**Residency:** A one-year clinical experience that combines theories of teaching with experiential learning with the same clinical educator, when possible, and approximates the depth and breadth necessary to be a teacher-of-record

**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 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

## About PREP-RI

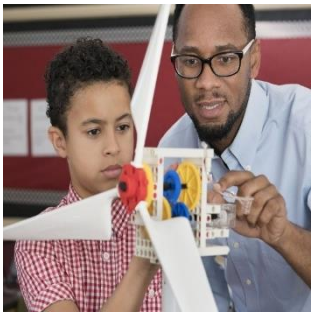
The Performance Review of Educator Preparation in Rhode Island (PREP-RI) process provides a structure for reviewing educator preparation program quality and supporting continuous improvement aligned to the Rhode Island Standards for Educator Preparation. This process reflects the state's commitment to preparing educators who:

- Provide rigorous, high-quality instruction to students;
- Meet the needs of all learners;
- Improve PK-12 student achievement; and
- Serve as leaders and professionals.

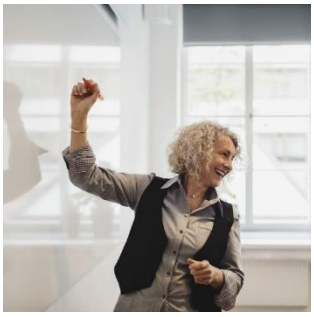
RIDE developed PREP-RI in collaboration with educator preparation faculty and PK-12 educators. A dedicated committee, composed of representatives from all preparation providers in Rhode Island, met to develop and refine the performance review process in 2014. In 2025, RIDE revised the process based on feedback from PK-12 educators, PK-12 students, RIDE staff, former RIDE preparation program reviewers, and national experts in educator preparation and program review. The process documented in this guide is the most recent iteration of this work.

## Purposes of the PREP-RI Process

**PREP-RI is designed to recognize and support excellent educator preparation programs to:**



**Ensure high quality educators in RI PK-12 schools**



**Drive continuous improvement**

**Recognize quality educator preparation**

**Promote the education profession in RI**

## Outputs from the PREP-RI Process

The review team, supported by RIDE staff, generates the following outputs from the PREP-RI process.

*Table 1. Outputs from the PREP-RI process*

| Output | Description |
|---|---|
| Provider Approval Term | • When the provider needs to be reviewed next<br>• Ranges from Non-Renewal to 7 years |
| Conditions of Approval | • Actions that the provider must take before the next program approval visit to maintain approval status |
| Program Classifications | • An overall status of each individual program<br>• Options include Non-Renewal, Low Performing, Approved with Conditions at Risk of Low Performing, Approved with Conditions, Full Approval, Approval with Distinction |
| Component Ratings | • Ratings provided on each component of the PREP-RI Rubric<br>• Options are Does Not Meet Expectations, Approaching Expectations, or Meets Expectations |
| Report | • Public document published on the RIDE website<br>• Shares Provider Approval Term, Conditions of Approval, Program Classifications, Component Ratings<br>• Describes evidence used<br>• Shares recommendations for improvement |

# PREP-RI Roles

## Provider Primary Contact

Upon visit request, the provider designates a primary contact to coordinate with RIDE on scheduling, artifact submission, and communication.

## Program Leadership and Faculty

Program leadership typically works with the provider primary contact to gather artifacts and prepare for the PREP-RI visit, particularly for the on-site program review. Program leadership and faculty are also expected to participate in relevant group interviews as part of the PREP-RI process.

## Clinical Educators, Candidates, and Completers

These are the individuals most impacted by the work of the educator preparation programs. As such, they provide valuable information about the program to the reviewers through surveys and group interviews. It is expected that a subset of these individuals will participate in group interviews during the on-site, program-level review. For more details, see Preparation for Program-Level Review.

## RIDE Staff

RIDE staff are responsible for coordinating with the provider to plan the PREP-RI visit, facilitating the PREP-RI visit, recruiting and training reviewers, ensuring comparability across reviews, and writing the final report. RIDE conducts the provider-level review and shares findings and recommended ratings with programs during the on-site visit. At times, RIDE may use contractors to help support this work.

## Reviewers

Reviewers are responsible for assessing the performance of programs aligned to the Rhode Island Standards for Educator Preparation. When constructing a review team, RIDE seeks a variety of perspectives. Team members are educators and other individuals who have expertise in educator preparation, the needs of Rhode Island PK-12 schools, and the specific content and program areas that the provider offers. Reviewers include local PK-12 educators and preparation program staff/experts from other states responsible for reviewing programs.

The number of programs and candidates is the primary factor in determining team size.[1] Typically, the team will include two people for each certification area program (one in-state educator and one out-of-state program staff/expert). However, this configuration varies based on the needs of each visit.

[1] Providers may have multiple programs that lead to different secondary certificates (e.g. Secondary Grades Biology, Secondary Grades Chemistry, and Secondary Grades English). However, for the purposes of the review, all secondary grades programs will typically be reviewed as one program.

# PREP-RI Timeline

The planning process ensures sufficient preparation time for the provider, programs, and review team. The timelines below are deadlines. We recommend providers be proactive in their preparation as appropriate (e.g., reserving rooms on campus earlier given typical campus availability).

If the provider does not meet deadlines, RIDE may need to cancel the visit. If RIDE cancels a visit due to insufficient planning on the provider's part, the provider will assume all costs associated with the visit, and the provider may lose its approval status.

*Table 2. PREP-RI Timeline*

| When | What | Who |
|---|---|---|
| 12 months before visit | Submit Request for Approval and Provider Organization Sheet. | Provider |
| 12 months before visit | Identify the Provider Primary Contact | Provider |
| 6-9 months before visit | Share sample schedule | RIDE |
| 6-9 months before visit | Recruit review-team members | RIDE |
| 6-9 months before visit | Finalize site visit dates | RIDE and provider |
| 5 months before visit | Distribute RIDE-provided surveys and explanatory email provided by RIDE to clinical educators and clinical partners. | Provider |
| 3 months before visit | Confirm review team members | RIDE and provider |
| 3 months before visit | Schedule reviewer training | RIDE |
| 3 months before visit | Make logistical arrangements (see PREP-RI Logistics) | Provider |
| 3 months before visit | Submit provider-level and program-level group interview participant lists to RIDE | Provider |
| 3 months before visit | Complete surveys (Surveys will close 6 weeks prior to visit) | Clinical educators and clinical partners |
| 2-3 months before visit | Submit artifacts to RIDE via a Google Drive or equivalent | Provider and program |
| 2 months before visit | Review identified group interview and coffee-chat participants and identify candidate participants | RIDE and provider |
| 2 months before visit | Check artifacts for completeness and accessibility | RIDE |
| 2 months before visit | Finalize review schedule with locations and group interview participants | Provider |

| When | What | Who |
|---|---|---|
| 2 months before visit | Communicate details about travel arrangements with all participants and cc RIDE | Provider |
| 2 months before visit | Send the provider virtual meeting links for provider-level interviews | RIDE |
| 1-2 months before visit | Review provider-level artifacts | RIDE |
| 1 month before visit | Provider-level interviews | RIDE |
| 1 month before visit | Send the provider virtual meeting links for provider-level interviews | RIDE |
| 1 month before visit | Conduct virtual provider-level interviews | RIDE |
| 1 week before visit | Create name tags and sign-in sheets for all group interviews | Provider |
| | Conduct site visit | Reviewers |
| Immediately after visit | Share initial findings with provider leadership | RIDE |
| Immediately after visit | Disseminate feedback survey to site-visit participants | RIDE |
| 1 month after visit | Draft written report, recommendations for improvement, and approval rating | RIDE |
| 3 months after visit | Finalize written report, recommendations for improvement, and approval rating | RIDE |

# Preparation for Provider-Level Review

The provider-level review occurs virtually, approximately one month before the on-site review. This step of the process includes artifact review and two group interviews focused on collecting evidence aligned with Provider Standards 1 and 2.

## Provider Standards

*Table 3. Provider-Level Standards, Standard Description, and Components*

| Standard | Description | Components |
|---|---|---|
| **PREP-RI Provider Standard 1: Candidate Outcomes** | Approved providers<br>• Demonstrate responsibility for recruitment and preparation procedures that yield high-quality candidates who are prepared to teach RI students.<br>• Use data to assess the quality of completers' preparedness for employment. | 1a. Diversity of candidates<br>1b. Response to employment needs<br>1c. Employment outcomes |
| **PREP-RI Provider Standard 2: Continuous Improvement** | Approved providers<br>• Cyclically collect and analyze data on program and completer performance for continuous improvement.<br>• Ensure programs are adequately resourced with personnel and physical resources to meet standards, maintain program quality, and change and address quality needs. | 2a. Data collection to evaluate program quality<br>2b. Data analysis and use for continuous improvement<br>2c. Data reporting and sharing<br>2d. Stakeholder engagement<br>2e. Faculty diversity and quality<br>2f. Other resources |

## Artifact Submission

Artifact submission includes an organizer for narrative descriptions and an index with links to supporting artifacts.

*Table 4. Artifact Alignment, Purposes, and Instructions for Provider-Level Review*

| Provider-Level Artifact | Alignment to Provider-Level Rubric | Purpose | Instructions |
|---|---|---|---|
| **Artifact Organizer** | All components | Orients the reader to the provider through narrative descriptions and embedded links | • Use template provided by RIDE.<br>• Refer to the rubric component(s) mentioned in each prompt to help inform your response.<br>• Provide brief responses to each prompt.<br>• Include links to supporting artifacts whenever appropriate. |
| **Candidate Diversity Data File** | 1a | Share data on the diversity of students | • Provide data demonstrating the extent to which your preparation program(s) serve students from a variety of backgrounds and with a variety of lived experiences.<br>• Providers can choose to provide a variety of data, including but not limited to basic demographics (age, sex, race/ethnicity) and other relevant data (veteran status, first generation college student, employment status, commuting status). |
| **Employment Data** | 1b, 1c | Provides data demonstrating whether program completers are employed and how such data are shared with prospective and current candidates | • Provide links or artifacts demonstrating program completer employment in certification areas.<br>• Include artifacts showing how the provider shares current RI and regional employment data with candidates.<br>• Submit artifacts showing how the provider shares recent employment outcomes with candidates. |
| **Continuous Improvement Overview** | 2b | Describes or outlines the approach to analyzing data to inform program improvements | • Submit an artifact showing how this approach is currently documented.<br>• Sample artifacts might include relevant data, agendas, notes, and decision tracker. |

| Provider-Level Artifact | Alignment to Provider-Level Rubric | Purpose | Instructions |
|---|---|---|---|
| **Program Changes** | 2b | Provides examples of continuous improvement | • Share examples of program changes, resource allocation, and future improvement based on a data review<br>• Share data used to inform the change and/or to inform evaluation of the change's impact. |
| **Stakeholder Engagement Materials** | 2d | Provides evidence of stakeholder engagement efforts | • Submit artifacts from recent stakeholder engagement efforts, such as summaries of collected feedback, feedback instruments, agendas. |
| **Faculty Curriculum Vitae** | 2e | Demonstrates qualifications of faculty | • Include vitae for full-time faculty, part-time faculty, and adjunct instructors. |
| **Faculty Diversity Summary** | 2e | Share data on the diversity of faculty | • Provide data demonstrating the extent to which educator preparation faculty reflect a variety of backgrounds and with a variety of lived experiences.<br>• For example, the provider may choose to share demographic data like race, ethnicity, sex, and gender. However, the provider is not limited to this information. |
| **Faculty Evaluations** | 2e | Helps the reader understand the processes used to ensure that faculty instruction is of high quality and actions taken when instruction does not meet expectations | • Include relevant evaluation-related process guides or handbooks for full-time, part-time, and adjunct faculty.<br>• Include any tools used to evaluate faculty, such as student evaluations.<br>• Detail any additional processes used to ensure that faculty instruction is of high quality.<br>• Be prepared to provide RIDE with access to requested specific evaluations while on site. |
| **Recruitment and Support of Faculty** | 2e | Provides evidence of efforts to recruit and support faculty | • Submit artifacts demonstrating efforts to recruit and support faculty, such as materials shared with prospective faculty, resources available to faculty, job descriptions. |

| Provider-Level Artifact | Alignment to Provider-Level Rubric | Purpose | Instructions |
|---|---|---|---|
| **Provider Interviews** | N/A | Lists participant names and relevant information for each interview. | • Use template provided by RIDE or equivalent.<br>• Each interview should include no more than 10 participants.<br>• Refer to Table 5 in this document for guidance on who should be included in each interview. |

## Group Interviews

During the virtual provider review, RIDE staff conduct virtual interviews with the groups described in the table below.

*Table 5. Provider-level Interview Foci and Participants*

| Interview | Focus | Possible Participants |
|---|---|---|
| **Candidate Admissions, Support, and Placement** | • Clinical preparation<br>• Candidate recruitment, support, and retention<br>• Efforts focused on diversity<br>• Program improvement | • Dean and assistant deans<br>• Program leadership<br>• Admissions counselors<br>• Partnership coordinators<br>• Academic support staff<br>• Diversity/multicultural affairs staff |
| **Provider and Program Leadership** | • Program curriculum, field experiences, and candidate assessment<br>• Program impact<br>• Faculty recruitment, support, and retention<br>• Program improvement | • Dean and assistant deans<br>• Program leadership<br>• Human resources staff |

Because roles and organizational structures vary by provider, RIDE works with the provider during the planning process to identify the appropriate people to join each of these interviews.

Based on the evidence, RIDE summarizes the evidence for Provider Standards 1 and 2 to share with reviewers during the on-site visit and notes gaps in understanding. RIDE may ask the provider for additional evidence to share with reviewers if needed to address gaps in understanding or to triangulate evidence.

# Preparation for Program-Level Review

The program-level review is the on-site visit and focuses on the performance of individual programs. It includes a review of the artifact submission and group interviews.

## Program Standards

*Table 6. Program-Level Standards and Components*

| Standard | Description | Components |
|---|---|---|
| **PREP-RI Program Standard 1: Knowledge of Content and Content Pedagogy** | Approved programs<br>• Ensure that candidates develop a deep understanding of the critical concepts, principles, and practices of their field.<br>• Ensure that candidates proficiently use practices flexibly to advance the learning of all students toward college and career readiness by achieving Rhode Island student standards prior to program completion. | 1a. Knowledge, skills, and professional dispositions<br>1b. Knowledge of content and content pedagogy (teachers)/field of study (administrators and support professionals)<br>1c. Standards-driven instruction<br>1d. Data-driven instruction<br>1e. Using technology to enhance student learning<br>1f. Equity, culturally responsive practice, and teaching diverse populations<br>1g. Rhode Island educational expectations |
| **PREP-RI Program Standard 2: Clinical Experiences** | Approved programs<br>• Ensure that high-quality clinical practices 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. | 2a. Breadth and depth of clinical experiences<br>2b. Clinical partnerships for preparation<br>2c. Clinical educators support the development and candidate knowledge of skills |
| **PREP-RI Program Standard 3: Assessment System** | Approved programs<br>• Ensure candidate quality at all stages, from recruitment and admission to course progression and clinical experiences.<br>• Prepare completers to be effective educators who positively impact PK-12 students' learning and are recommended for certification. | 3a. Admission standards for academic achievement and ability<br>3b. Assessment to determine readiness for student teaching/internship<br>3c. Impact on PK-12 students' learning<br>3d. Assessment to determine readiness for certification |

## Artifact Submission

Each program must submit the requested artifacts by the deadline provided by RIDE. RIDE checks to make sure files are accessible and complete before sharing them with reviewers. Reviewers start their analysis of artifacts prior to arriving on site and continue their review during the on-site visit. Artifacts elucidate and triangulate the narrative included in the artifact organizer.

The provider must use the templates for the artifact organizer and the artifact index. For other artifacts, if a provider wants to provide information in a format other than the template, it should be shared with RIDE before the artifact deadline to confirm that it contains the necessary information.

*Table 7. Artifact Alignment, Purposes, and Instructions for Program-Level Review*

| Program-Level Artifact | Alignment to Program-Level Rubric | Purpose | Instructions |
|---|---|---|---|
| **Artifact Organizer** | All components | Orients reviewers to the program through narrative descriptions and embedded links | • Use template provided by RIDE.<br>• Refer to the rubric component(s) mentioned in each prompt to help inform your response.<br>• Provide brief (around 300 words maximum) responses to each prompt.<br>• Include links to supporting artifacts whenever appropriate. |
| **Artifact Index** | All components | Provides reviewers a central place to access evidence | • Use template provided by RIDE.<br>• Include links to all artifacts, including those embedded in the Artifact Organizer. |
| **Program Coursework** | 1a, 1b, 1c, 1d, 1e, 1f, 1g, 2a, 3b, 3c, 3d | Helps reviewers understand the progression of coursework and key assessments | • Use template provided by RIDE or equivalent.<br>• Follow guidance in the template's README tab.<br>• Include links to course syllabi.<br>• Include links to key assessments or performance tasks. |

| Program-Level Artifact | Alignment to Program-Level Rubric | Purpose | Instructions |
|---|---|---|---|
| **Standards Crosswalks** | 1a, 1b, 1c, 1d, 1e, 1f, 1g | Demonstrates where key content, skills, and dispositions embedded within the RIPTS, professional association standards, and PREP-RI are standards are addressed in coursework | • Use template provided by RIDE or equivalent.<br>• Follow guidance in the template's README tab. |
| **Annotated Course Syllabi** | 1a, 1b, 1c, 1d, 1e, 1f, 1g, 3b, 3c, 3d | Helps reviewers understand the program curriculum and determine the extent to which it develops candidates' knowledge and skills | • Use highlighting to show where syllabi address specific aspects of Standard 1.<br>• Ensure course syllabi include sufficient detail, such as a scope and sequence that includes course topics, activities, and readings.<br>• For undergraduate programs, include at least a course description for each required general education or second major (e.g., secondary content areas) course. |
| **Key Assessments** | 1a, 1b, 1c, 1d, 1e, 1f, 1g, 3b, 3c, 3d | Help reviewers understand how candidates apply their knowledge and skill in various assessments and how programs assess candidate performance aligned to standards | • Include at least one key assessment for each course.<br>• Include the assessment and any scoring criteria or rubric used to assess candidate performance. |
| **Candidate Work Samples** | 1a, 1b, 1c, 1d, 1e, 1f, 1g, 3b, 3c, 3d | Helps reviewers understand whether candidates engage in increasingly complex tasks | • Provide work samples for each course for at least three current candidates, showing at least one work sample for each course.<br>• Work samples should include the work sample, any feedback given to the candidate, and the final grade/completed rubric.<br>• Provide completer work samples for any courses that current candidates have not yet completed. |

| Program-Level Artifact | Alignment to Program-Level Rubric | Purpose | Instructions |
|---|---|---|---|
| **Clinical Experience Data File** | 2a | Shows where individual candidates are placed throughout their program and helps reviewers understand the variety of placements | • Use template provided by RIDE or equivalent.<br>• Follow guidance in the template's README tab. |
| **Clinical Partners Data File** | 2b | Lists clinical partners and gives links to relevant information, including meeting notes and MOUs | • Use template provided by RIDE or equivalent.<br>• Follow guidance in the template's README tab. |
| **Clinical Educators Data File** | 2c | Lists clinical educator information, including how long they have served as a clinical educator, the number of candidates they have supervised, training information, and evaluation information | • Use template provided by RIDE or equivalent.<br>• Follow guidance in the template's README tab. |
| **Clinical Educator Criteria** | 2c | Helps reviewers understand selection criteria for clinical educators and alignment of criteria to the program-evaluation rubric | • Provide documentation of criteria used to select clinical educators.<br>• Provide any supporting processes or tools used to select clinical educators. |
| **Clinical Educator Training Materials** | 2c | Helps reviewers understand supports provided to CEs | • Include slides, videos, post-training feedback, or any other relevant materials. |
| **Clinical Educator Evaluation** | 2c | Helps reviewers understand how the EPP monitors quality and supports CEs | • Include evaluation process, tool, and evaluation data if available |

| Program-Level Artifact | Alignment to Program-Level Rubric | Purpose | Instructions |
|---|---|---|---|
| **Video Recorded Lessons and Debriefs** | 2b, 3b, 3d | Helps reviewers understand the feedback structures and processes | • Provide a video packet from three different candidates.<br>• For each packet, include (1) the lesson taught (either a candidate-created lesson plan or a PDF of the lesson from the curriculum), (2) a recorded 15-minute video of teaching with debrief between the candidate and the clinical educator and/or university supervisor, and (3) any written feedback provided to the candidate.<br>• If the video is longer than 15 minutes, **reviewers will only watch the first 15 minutes**. If debriefs are typically longer than 15 minutes, please send a clip of the debrief that would be most helpful for reviewers to watch. |
| **Program Admissions Policy** | 3a | Helps reviewers understand the candidate selection process | • Include admissions policy as communicated to candidates. |
| **Admissions Assessment Instruments** | 3a | Helps reviewers understand the candidate selection process | • Include admissions application and any criteria used to assess the application.<br>• If a performance task or interview is required, include procedures and protocols used. |
| **Candidate Support Process and Example** | 3b | Helps reviewers understand how the EPP monitors and supports candidate performance throughout the program | • Provide written documentation of the program's approach to identifying, monitoring, and supporting candidates at risk of not meeting expectations.<br>• If support plans are used, provide at least one example of a candidate support plan. Be prepared to give access to specific candidate report plans if requested while on site. |

| Program-Level Artifact | Alignment to Program-Level Rubric | Purpose | Instructions |
|---|---|---|---|
| **Tools Used to Assess Candidate Impact on Student Learning** | 3d | Helps reviewers understand candidate and program capacity to monitor impact on student learning | • Include the assessment and any scoring criteria or rubric used to assess candidate impact on student learning. |
| **Data on Candidate Impact on Student Learning** | 3d | Helps reviewers understand candidate and program capacity to monitor impact on student learning | • Provide data used to demonstrate and monitor candidates' impact PK-12 student learning. |
| **Assessment System Overview** | 3a, 3b, 3c, 3d | Helps reviewers understand how the program determines candidate readiness to enter the program, progress to residency, and complete the program | • Use template provided by RIDE or equivalent.<br>• Follow guidance in the template's README tab.<br>• Provide program-specific information (i.e., name specific courses or assessments), even if the general assessment system approach is consistent across programs. |
| **Candidate Progression Data File** | 3a, 3b, 3c, 3d | Provides data of when candidates move through the various checkpoints throughout the assessment system | • Use template provided by RIDE or equivalent.<br>• Follow guidance in the template's README tab.<br>• Include all candidates who applied to the program in the prior three academic years, their admission status, and progress through the program. |

| Program-Level Artifact | Alignment to Program-Level Rubric | Purpose | Instructions |
|---|---|---|---|
| **Candidate Outcomes** | 3a, 3b, 3c, 3d | Shows reviewers aggregate candidate performance across key assessments | • Share an output of your assessment system (e.g., report, data file) that you use to monitor individual and aggregate candidate performance.<br>• Share the data you use to ensure that candidates are well-prepared when they complete their program.<br>• Data can be anonymized or in aggregate, but please include ranges and not just averages if you show aggregate data. |
| **Handbook(s), if applicable** | All | Shows reviewers how program requirements and policies are communicated with candidates and/or clinical educators | • These documents could be a program handbook, assessment system handbook, and/or residency handbook<br>• If other guidance is shared with candidates or clinical educators, such as a week-by-week schedule for residency, please submit that as well. |
| **Program Interviews** | N/A | Lists participant names and relevant information for each interview | • Use RIDE-provided template or equivalent.<br>• Each interview should include 8-10 participants.<br>• Review Tables 9 and 10 in this document for more information about interviews. |

## On-Site Visit

The on-site visit allows reviewers time to engage with faculty, staff, partners, and candidates. Data gathering is balanced with reflection, analysis, and evidence-based judgment. The sample schedule below illustrates key visit components and serves as a starting point. Providers collaborate with RIDE to prepare a detailed schedule, including time for team discussion and evidence analysis each day.

*Table 8. Sample Visit Schedule*

| Day 1 | Day 2 | Day 3 |
|---|---|---|
| • RIDE Introduction<br>• Welcome and Program Overview<br>• Team Time<br>• Interview: Clinical Educators<br>• Coffee and Chat with Faculty<br>• Team Debrief | • Team Time<br>• Interview: Program Leadership<br>• RIDE and Provider Check-In<br>• Interview(s): Candidates<br>• Interview: Completers<br>• Team Debrief | • Team Time<br>• Interview: Program leadership (if needed)<br>• Final Deliberations |

## Group Interviews

The table below details the interviews that generally occur during the on-site visit. The number of group interviews scheduled may vary based on the length and size of the preparation program. RIDE and the provider will determine the number and format of interviews during planning conversations, but examples are shown below for reference.

*Table 9. Group Interview Types by Program Format*

| Program Description | Group Interviews |
|---|---|
| **Traditional undergraduate teacher preparation program** | • Program leadership – on site<br>• Program faculty – on site<br>• Early candidates – on site<br>• Middle candidates – on-site<br>• Late candidates – on site or virtual<br>• Completers – virtual<br>• Clinical educators – virtual |
| **One-year teaching residency program where all candidates teach during the day** | • Program leadership – on site<br>• Program faculty – on site<br>• Candidates – on site or virtual<br>• Completers – virtual<br>• Clinical educators – virtual |
| **Two-year preparation program** | • Program leadership – on site<br>• Program faculty – on site<br>• Early candidates – on site or virtual<br>• Late candidates – on site or virtual<br>• Completers – virtual<br>• Clinical educators – virtual |

The focus of each interview varies, as shown in the table below.

*Table 10. Program-level Interview Foci*

| Interview | Focus |
|---|---|
| **Program leadership** | • Program curriculum, field experiences, and candidate assessment |
| **Clinical Educators** | • Clinical experience, training, communication, assessment |
| **Early Candidates** | • Admissions policy<br>• Early coursework and clinical experiences |
| **Middle Candidates** | • Coursework and clinical experiences prior to the residency/practicum<br>• Candidate assessment and support<br>• Program strengths and areas for improvement |
| **Late candidates** | • Coursework and clinical experiences prior to the residency/practicum<br>• Candidate assessment and support<br>• Program strengths and areas for improvement |
| **Completers** | • Preparedness to enter the workforce<br>• Program strengths and areas for improvement |

# PREP-RI Logistics

The provider is responsible for coordinating multiple aspects of the visit. The table below provides a list of logistical considerations for each responsibility.

*Table 11. Space and Technology Logistical Considerations*

| Responsibility | Logistical Considerations |
|---|---|
| **Secure dedicated on-campus meeting space for reviewers** | • Space should be large enough for review team members to comfortably work in pairs or groups of 4 at tables or desk clusters. Reviewers should be able to comfortably walk around the space. When possible, there should be room for light refreshments.<br>• Reviewers will have devices to charge. Please provide sufficient access to outlets or, if needed, extension cords.<br>• RIDE staff should be able to lock the room when reviewers are not in the space.<br>• Reviewers will need access to a screen and projector. Upon request, RIDE or reviewers may need access to free printing during the visit.<br>• If the team is larger than 8-10 people, provide additional smaller space(s) that teams can use during team time to reduce the amount of ambient noise. |
| **Secure locations for group interviews.** | • Each concurrent interview should be in a separate space. Classrooms or conference rooms work well.<br>• For virtual interviews held on site, a separate space for reviewers should be provided for each program to reduce background noise in the team room. Offices work fine for this purpose. |
| **Arrange and pay for hotel meeting space as indicated on schedule.** | • The hotel should be within a 15-minute drive of campus.<br>• Hotel meeting space should be large enough for review team members to comfortably work at tables or desk clusters.<br>• Hotel meeting space should be available throughout the visit with no start or end time.<br>• Reviewers will have devices to charge. Please provide sufficient access to outlets or, if needed, extension cords.<br>• Reviewers will need access to free printing, either in the meeting room or in the hotel business center. |
| **Secure location for the coffee and chat** | • Space should comfortably fit all review team members and faculty, with space for people to informally gather in small groups.<br>• Locations could be an on-campus lounge, an on-campus coffee house, or a near-campus or near-hotel coffee house. |
| **Provide reliable wi-fi access throughout the visit** | • Provide RIDE any relevant information (network names, passwords, etc.) needed to access wi-fi networks.<br>• Provide a contact name and phone number in case reviewers have difficulty accessing the campus or hotel wi-fi networks. |

| Responsibility | Logistical Considerations |
|---|---|
| **Provide name tags** | • Create name tags for reviewers, RIDE staff and contractors, and EPP staff |

*Table 12. Logistical Considerations for Surveys and Group Interviews*

| Responsibility | Logistical Considerations |
|---|---|
| **Send surveys using template language from RIDE** | • Use email and links provided by RIDE.<br>• CC RIDE on all communications.<br>• Distribute follow-up reminders as needed using standard language provided by RIDE. |
| **Recruit and confirm interview participants.** | • Provide context about the review to interview participants.<br>• Submit list of group interview participants to RIDE.<br>• CC RIDE on communications to participants about the interviews.<br>• Share virtual interview link as needed.<br>• Reconfirm participation one week before the visit.<br>• Notify RIDE immediately if an interview participant cannot join. |
| **Generate name tags and sign in sheets for all interviews.** | • Create name tags for interviews.<br>• Arrange to have name tags and sign-in sheets in a central location.<br>• Provide RIDE with sign-in sheets afterwards. |

*Table 13. Travel and Lodging Logistical Considerations*

| Responsibility | Logistical Considerations |
|---|---|
| **Arrange and pay for hotel rooms for all reviewers and RIDE staff for the duration of the visit.** | • Given that review team members may have varying financial situations, the provider must pay for lodging. Reimbursement policies are not allowed.<br>• Out-of-state reviewers may need hotel rooms on Saturday night and/or Tuesday night depending on their travel arrangements. |
| **Coordinate and pay for reviewer travel.** | • Out-of-state reviewers may be traveling via car, train, or plane.<br>• Provide reviewers with details on reimbursement procedures for mileage reimbursement and day-of travel expenses (e.g., ride share from airport to hotel). |
| **Coordinate relevant shuttles or parking.** | • Provide a shuttle bus so that reviewers can travel to and from campus, the hotel, and dinner.<br>• If reviewers will be parking on campus on Day 1, ensure parking spots are close to the building and provide parking passes in advance. |

*Table 14. Food and Beverage Logistical Considerations*

| Responsibility | Logistical Considerations |
|---|---|
| **Provide breakfast each morning.** | • For the first day, only out-of-state reviewers need breakfast.<br>• If reviewers will be accessing the hotel's free full breakfast or using a hotel restaurant, please confirm that it will be available with sufficient time before reviewers need to travel on site.<br>• Accommodate any reviewer dietary restrictions. |
| **Provide on-site lunch, beverages, and snacks for all three days of the visit.** | • Provide coffee, tea, and light pastries or fruit in the mornings on campus. A refresh of coffee in the afternoon, particularly on Day 2, is appreciated.<br>• Boxed lunches, dining hall passes, or catered lunches in the team meeting room have worked well in the past. RIDE will provide dietary restrictions.<br>• Snacks and beverages do not need to be catered; a selection of store-bought water, seltzers, soft drinks, granola bars, candies, nuts, fruit, and beverages are fine.<br>• Consider any reviewer dietary restrictions. |
| **Arrange and pay for dinner on Sunday through Tuesday.** | • Consider offering a buffet, family-style meal, or fixed menu to reduce cost and increase speed.<br>• Dessert should be to-go or provided at the hotel.<br>• Having dinner in the hotel is the preferred option for Monday night.<br>• Not all reviewers will participate in dinner on Tuesday.<br>• Consider any reviewer dietary restrictions. |
| **Provide beverages and a dessert in the evenings.** | • Provide dessert if not offered to-go as part of dinner.<br>• Provide coffee, water, seltzers, and soft drinks.<br>• Consider any reviewer dietary restrictions. |
| **Provide RIDE with details for all meals and snacks.** | • Provide RIDE with logistical information, including menus, locations, and times.<br>• Provide contact information for someone RIDE should call in case there is an issue (e.g., food is not delivered, or the hotel restaurant is unexpectedly closed). |

# Closing

The PREP-RI process is a valuable opportunity for Rhode Island educator preparation programs to demonstrate their commitment to excellence and continuous improvement. By following the guidelines outlined in this document, providers can ensure a smooth and successful review process. The collaborative efforts of all stakeholders involved will contribute to the ongoing enhancement of educator preparation in Rhode Island, ultimately benefiting the students and communities we serve. Together, we can achieve our shared goal of providing high-quality education and fostering the development of future educators. Thank you for your dedication and hard work in making this process a success.

If you have questions about the PREP-RI process, please contact Kristin Re at kristin.re@ride.ri.gov.