Guide for Performance Review
of Educator Preparation in Rhode Island (PREP-RI)

PREP-RI Rhode Island Department of Education

This guide introduces educator preparation providers to the process by which their programs will be reviewed, evaluated, and approved to recommend candidates for certification. The guide does not stand alone. It links to critical supporting documents used during the PREP-RI process.

Rhode Island Department of Education Office of Educator Excellence and Certification

Table of Contents

Updated September 9, 2017

Goals and Context

The Rhode Island Department of Education (RIDE) believes that effective educators are crucial for ensuring that all Rhode Island students are college- and career-ready upon graduating from high school. RIDE expects that every educator who completes a Rhode Island educator preparation program should:

Demonstrate PK-12 student achievement
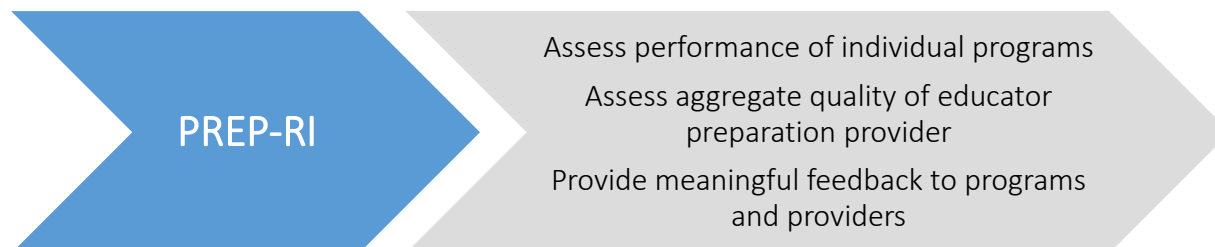
Be ready to succeed in Rhode Island schools

Serve as leaders and professionals

Based on these primary goals, RIDE developed the Rhode Island Standards for Educator Preparation in collaboration with Rhode Island educator preparation faculty and PK-12 educators. The standards communicate expectations for what constitutes high-quality educator preparation in Rhode Island. The Rhode Island Board of Education approved the standards in November 2013.

The Performance Review of Educator Preparation in Rhode Island (PREP-RI) process provides a structure for reviewing providers and their programs to determine if a provider is offering a high-quality program that meets the Rhode Island Standards for Educator Preparation. Candidates who complete RIDE-approved educator preparation programs are eligible for full certification in Rhode Island and are eligible for certification in other states through reciprocity based upon agreements in the Interstate Certification Agreement with the National Association of State Directors of Teacher Education and Certification (NASDTEC).

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. RIDE also incorporated 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 result of this work.

PREP-RI is designed to meet three goals as detailed in the chart below.

PREP-RI

Assess performance of individual programs

Assess aggregate quality of educator preparation provider

Provide meaningful feedback to programs and providers

Updated September 9, 2017

How to Use the PREP-RI Guide

This guide describes the PREP-RI process. The primary intended audience is Rhode Island colleges, universities, and other public or private organizations that seek **renewal of approval** for their educator preparation programs. Provider and program leadership, faculty, and staff should use this guide to inform planning for reviews. The guide also highlights other useful documents related to PREP-RI that can be found on the PREP-RI page of the RIDE website

RIDE has published an additional document, *Guide for New Program Approval for Educator Preparation Providers*, which details the process for **new providers or for providers that wish to create new programs**.

> **A Note on Key Terms:** Throughout this document, RIDE uses the terms *program* and *provider*. A *program* is a state-approved course of study that, if completed, meets requirements for initial certification in Rhode Island. A *provider* is the institution or organization that offers one or more educator preparation programs. For a full glossary of terms, see Appendix 1.

Overview of the PREP-RI Process

The PREP-RI process consists of three phases: pre-visit, on-site visit, and post-visit. The bulk of review occurs during the on-site visit, which lasts three and a half days and occurs at the provider. RIDE facilitates the process, but a review team comprised of in-state educators and out-of-state preparation program staff/experts is responsible for conducting the review.

| Planning and Pre-Visit | On-Site Visit | Post-Visit |

For more detailed information about each phase of PREP-RI, including a timeline and key action steps, see The PREP-RI Phases, which begins on page 11.

Relevant Standards

PREP-RI is driven by the Rhode Island Standards for Educator Preparation. These standards, shown in Table 1, describe expectations for preparation providers and their programs. The standards are linked to Rhode Island's goals for program completers. Embedded within the standards is the expectation that that providers and programs ensure that program completers are ready on day one to be successful educators who positively impact student learning.

Table 1 - Rhode Island Standards for Educator Preparation

Standard	Description
Standard 1: Professional Knowledge	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.
Standard 2: Clinical Partnerships and Practice	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.
Standard 3: Candidate Quality, Recruitment, and Assessment	Development of candidate quality is the goal of educator preparation in all phases of the program – from recruitment, at admission, through progression of courses and clinical experiences- and in decisions that program completers are prepared to be effective educators and are recommended for certification.
Standard 4: Program Impact	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.

Updated September 9, 2017

Standard	Description
Standard 5: Program Quality and Improvement	Collect and analyze data on multiple measures of program and program completer performance and use this data for continuous improvement. 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.

The standards and components define and establish expectations for program and provider performance. Each standard is comprised of several components. As shown in Table 2, the components are divided into program components and provider components.

- **Program components**, shown in orange, focus on program areas of responsibility and are specific to each program.
- **Provider components**, shown in light blue, focus on provider areas of responsibility.

Table 2 – Standards and Components by Type

Standard	Component						
Standard 1	1.1	1.2	1.3	1.4	1.5	1.6	1.7
Standard 2	2.1	2.2	2.3	2.4			
Standard 3	3.1	3.2	3.3	3.4	3.5	3.6	
Standard 4	4.1	4.2					
Standard 5	5.1	5.2	5.3	5.4	5.5	5.6	

Program	Provider

Providers receive separate program component ratings for each program but receive an overall rating for each provider-level component. For example, a provider with both an elementary education program and a special education program would receive a set of program ratings for the elementary program, a set of program ratings for the special education program, and a set of provider-level ratings for standards 3 and 5 focused on program oversight and overarching areas of responsibility.

Updated September 9, 2017

The Importance of State and National Standards within Standard 1

Professional and pedagogy standards are a key element of the Rhode Island Standards for Educator Preparation. Standard 1 encompasses the following national and state expectations for teaching and learning:

- Component 1.1: The Rhode Island Professional Teaching Standards and the Rhode Island Standards for Educational Leadership
- Component 1.2: Professional Association Standards
- Component 1.3: Rhode Island Student Standards
- Component 1.7: Rhode Island Educational Expectations

These materials can also be accessed on the Important Resources tab on the PREP-RI web page.

Performance Rubric

The PREP-RI rubric (see excerpt below), developed by RIDE, assesses a provider and program's performance on each of the 25 components of the Rhode Island Standards for Educator Preparation. The rubric describes performance for each component at the following levels: Meets Expectations, Approaching Expectations, and Does Not Meet Expectations.[1] The rubric provides performance language for each component of the standards and gives structure to the performance review. The description of high-performing providers and programs is reflected in the Meets Expectations level of the rubric. The performance levels provide the basis for determining component ratings, which review teams then use to determine the program and provider's approval status. During the On-Site Review, the review team will assign a rating for each component of the standards based on the preponderance of available evidence.
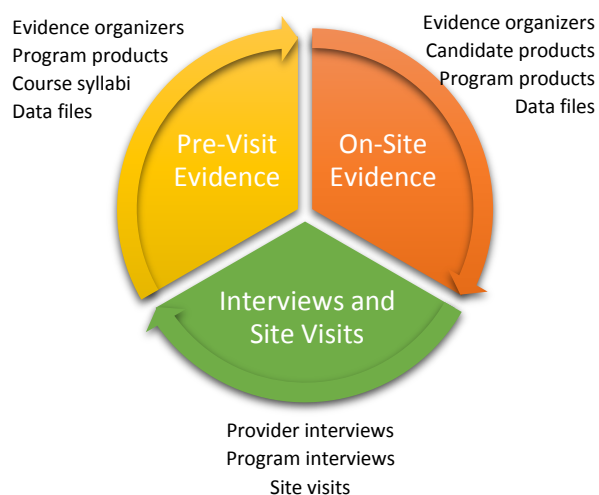
Figure 1 – Excerpt from the PREP-RI Rubric

Standard One: 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.*			
	Does Not Meet Expectations	**Approaching Expectations**	**Meets Expectations**
Rhode Island Professional Standards competencies (RIPTS for teachers/RISEL for administrators)	Candidates do not develop proficiency in the knowledge, skills and professional dispositions encompassed in most RIPTS within clusters – Instruction, Environment, and Professionalism-(teachers) or RISEL (administrators).	Candidates develop proficiency in the knowledge, skills, and professional dispositions encompassed in most RIPTS within clusters -Instruction, Environment and Professionalism-(teachers) or RISEL (administrators).	Candidates develop proficiency in the knowledge, skills, and professional dispositions encompassed in each of RIPTS within clusters -Instruction, Environment and Professionalism-(teachers) or RISEL (administrators).
Consistent curriculum	Most candidates do not experience a consistent curriculum that provides comparable learning opportunities to meet professional standards.	Most candidates experience a consistent curriculum that provides comparable learning opportunities to meet professional standards.	All candidates experience a consistent curriculum that provides comparable learning opportunities to meet professional standards.

---

[1] Components 1.6, 2.1, 3.3, 3.4, 3.5, and 4.2 contain binary expectations that describe performance only at the Meet Expectations and Does Not Meet Expectations.

Updated September 9, 2017

Sources of Evidence

Figure 2 - Types of Evidence Collected During PREP-RI Process

Evidence organizers
Program products
Course syllabi
Data files

Evidence organizers
Candidate products
Program products
Data files

Pre-Visit Evidence

On-Site Evidence

Interviews and Site Visits

Provider interviews
Program interviews
Site visits

Three distinct, but inter-related, sources of evidence document the extent to which providers and programs meet the expectations of the Rhode Island Standards for Educator Preparation.

Evidence organizers provide brief information related to one or more standards and accompany all pre-visit and on-site evidence.

The subsections below provide **examples** of each evidence type. The list is not exhaustive.

Pre-Visit Evidence helps the reviewer become familiar with the program prior to arriving on-site.

- **Pre-Visit Evidence Organizer**
- **Program products:** Assessment handbooks, student teaching handbooks, program overviews
- **Course syllabi and key assessments**
- **Data files:** Information about candidates and their clinical placements

On-Site Visit Evidence deepens the reviewer's understanding of the provider/program, its candidates, and candidate performance in relation to specific Rhode Island Standards for Educator Preparation.

- **On-Site Visit Evidence Organizers**
- **Candidate products:** Candidate work samples, evidence of PK-12 student learning
- **Program products:** Employer surveys, partnership agreements, clinical educator training materials
- **Written documentation:** Written explanation of how providers establish and build clinical partnerships that support shared responsibility for candidate development, reflective statements on lessons learned through analysis of data collected to inform continuous improvement
- **Data files:** Demographic information about candidates, clinical partners, clinical partners, and faculty
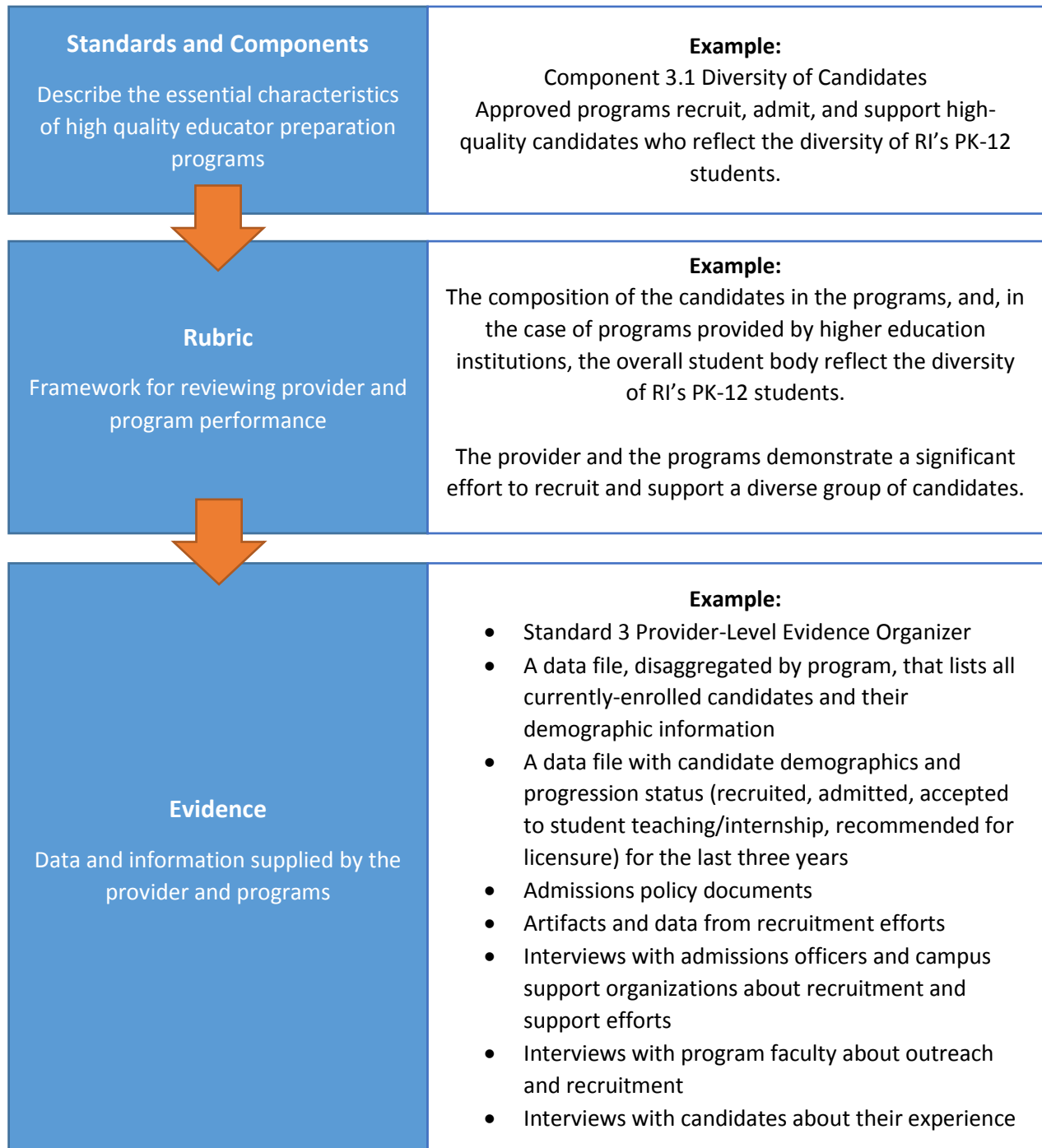
Interviews and Site Visits provide reviewers an opportunity to clarify their understanding of the program and triangulate evidence.

- **Provider interviews:** Interviews with program leadership, clinical partners, and admissions
- **Program interviews:** Interviews with clinical educators, program completers, and program candidates
- **Clinical site visits:** Candidates working in clinical settings, PK-12 and program-based clinical educators providing feedback to candidates based on their work

Updated September 9, 2017

Standards, Rubric, and Evidence

The Rhode Island Standards for Educator Preparation, the rubric, and the evidence provided to reviewers are essential to the validity of the review process. Figure 3 illustrates the relationship between the standards, rubric, and evidence, using Component 3.1 as an example.

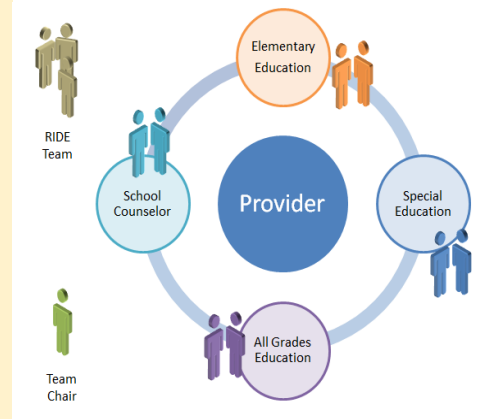**Figure 3 - The Relationship between the Standards, Rubric, and Evidence in the PREP-RI Process**

Standards and Components Describe the essential characteristics of high quality educator preparation programs	**Example:** Component 3.1 Diversity of Candidates Approved programs recruit, admit, and support high-quality candidates who reflect the diversity of RI's PK-12 students.
Rubric Framework for reviewing provider and program performance	**Example:** The composition of the candidates in the programs, and, in the case of programs provided by higher education institutions, the overall student body reflect the diversity of RI's PK-12 students. The provider and the programs demonstrate a significant effort to recruit and support a diverse group of candidates.
Evidence Data and information supplied by the provider and programs	**Example:** • Standard 3 Provider-Level Evidence Organizer • A data file, disaggregated by program, that lists all currently-enrolled candidates and their demographic information • A data file with candidate demographics and progression status (recruited, admitted, accepted to student teaching/internship, recommended for licensure) for the last three years • Admissions policy documents • Artifacts and data from recruitment efforts • Interviews with admissions officers and campus support organizations about recruitment and support efforts • Interviews with program faculty about outreach and recruitment • Interviews with candidates about their experience

Review Teams

A program review team is responsible for assessing the performance of programs and providers with respect to the Rhode Island Standards for Educator Preparation. It is the responsibility of the provider to pay the cost of travel, lodging, and meal expenses for reviewers during the three-and-a-half day visit.

Team Composition

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. Typical team roles include:

Figure 5 - Sample Review Team Configuration

- **RIDE team** – Responsible for facilitating the visit and supporting team members and ensuring reliability in reviews across providers
- **Team members** – Local practicing PK-12 educators and preparation program staff/experts from other states responsible for review of programs
- **Team chair** – Supports the review team and staff and serves as an additional liaison to the providers and programs during the on-site visit

The number of certification area programs and candidates are the primary factors that determine team size.[2] 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.

Review Team Member Selection

RIDE assembles the review team. When selecting reviewers, RIDE looks for key team member dispositions, including commitment to improving education, knowledge of standards-based instruction and performance-based assessment, and demonstrated experience working successfully as part of teams. RIDE has trained a pool of reviewers to use the Educator Preparation Standards, rubric, and PREP-RI process. RIDE continually evaluates reviewers' performance and retains only individuals who continue to meet its high standards.

During the planning phase, RIDE will share a draft review team list to the provider for review. If the provider has concerns about any member named to a team, it may petition RIDE in writing within seven days of notification citing its reasons for requesting a different team composition. RIDE considers all requests and will make a final determination based upon the concerns and available evidence.

---

[2] 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 be reviewed as one program. Similarly, all programs leading to an All Grades certificate will be reviewed as one program. RIDE ensures that the review team includes members with a range of content expertise that parallels the types of secondary and all-grades programs offered by the provider.

Updated September 9, 2017

The PREP-RI Phases

The process described on the pages that follow is only for providers that are seeking to renew approved programs.

As previously described PREP-RI includes three stages: planning and pre-visit, on-site visit, and post-visit. Each stage includes distinct goals, outlined below. The following sections in this guide describe the stages in detail.

Planning and Pre-Visit

- Gather evidence aligned to the PREP-RI standards
- Determine logistics for the on-site visit
- Provide reviewers with an introduction to program structure and context in advance of visit
- Begin evidence review of program performance

On-Site Visit

- Deepen reviewer understanding of program
- Address questions raised in pre-visit review
- Review additional evidence of program performance
- Interview candidates and stakeholders
- Observe clinical preparation
- Assign ratings and classification based on analysis of evidence

Post-Visit

- Develop the PREP-RI Report
- Communicate the results of the PREP Rhode Island process
- Update the Educator Preparation Index
- Support continuous program improvement

Updated September 9, 2017

Planning and Pre-Visit

The PREP-RI process includes a detailed planning phase that helps ensure an effective and efficient review. During the planning phase, RIDE staff work with the provider and program leadership to collect and organize evidence, determine logistics for pre-visit review and on-site visit, and address any issues that may arise. The chart below details the major planning meetings. In addition to events and meetings detailed below, during the final month prior to the visit, RIDE staff conduct ongoing monitoring and support for the provider and programs to confirm details and ensure the visit will go smoothly.

Figure 4 - Timeline for Planning for the PREP-RI Visit

Request for Approval	Planning Meeting 1	Planning Meeting 2	Planning Meeting 3	Check-In Call
18 months prior to visit	12 months prior to visit	6 months prior to visit	2 months prior to visit	1 month prior to visit

Note: The planning process is structured carefully to ensure that the provider, its programs, and the review team have sufficient time to prepare for the visit. RIDE works to ensure that the time spent during the program visit will be productive. Lack of adherence to deadlines jeopardizes the visit and may require that RIDE 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.

Request for Approval
18 months prior to visit

The Request for Approval begins the PREP-RI process.

The provider:

- Submits a written request from the college president, university president, or provider's CEO requesting review of certification programs to the Commissioner of Education. The request should identify all certification areas included in the review, noting any existing programs that the provider does not intend to continue.
- Identifies who will be the primary point of contact for RIDE throughout the planning process
- Identifies the 3-5 people who will attend planning meetings.
- Submits a completed Demonstration of Need Form for each program. These forms provide detail about current and recent enrollment in each program and require programs to explain how the program meets current demands for preparation programs in Rhode Island.

Updated September 9, 2017

Note: Providers may voluntarily close programs at any time. If a provider does not seek renewal of one or more of its programs, provider leadership must notify the Commissioner of Elementary and Secondary Education in writing via letter or memo. At that point, the program will no longer be able to accept new candidates. If the provider then decides to re-instate the program, it must resubmit an application to open following the process outlined in *Guide for New Program Approval of Education Providers*.

RIDE:

- Confirms receipt of the request.
- Schedules three planning meetings. The goal of these meetings is to ensure effective communication, planning, and preparedness for the overall process.

The Electronic Platform

Providers submit evidence to RIDE electronically. RIDE has made this transition to an electronic submission process for the following reasons:
1. To provide reviewers a more complete picture of provider and program structure and design prior to the on-site visit
2. To better prepare reviewers for the on-site visit by allowing them additional time to consider the Pre-Visit Evidence
3. To limit the burden on providers and programs in preparing an extensive paper-based on-site evidence room

Currently, RIDE uses Dropbox to store and share files associated with the visit. RIDE gives providers access to this system at Planning Meeting 1. In some cases, RIDE may agree to use an alternative file-sharing structure if the provider is already using another system (e.g. Google Drive or Taskstream). Any requests to use a different system must be made early in the process and no later than Planning Meeting 1. **It is important that programs submit all evidence through Dropbox or a different file system and do not share sensitive data via e-mail.**

Providers and their programs should upload evidence following appropriate formatting and file-naming procedures as identified in the evidence organizers and in the Required Evidence document. In some cases, RIDE has created templates that provider and program staff may use to submit the required data. That said, whenever possible, providers should refer to and share evidence using their existing documents wherever possible.

Planning Meeting 1 12 months prior to visit	The purpose of this meeting is to introduce the PREP-RI process and to learn more about the provider's programs.

In preparation for the meeting:

- The provider reviews this guide and related online documents and brings questions about the process to the meeting.

Updated September 9, 2017

- The provider submits the *PREP-RI Pre-Visit Organization Report* prior to the meeting. This form is used to communicate the organizational structure and contact information with RIDE. RIDE uses the information to identify ways in which the general review structure may need to be modified to fit the provider's specific needs.

During Planning Meeting 1, RIDE and the provider:

- Establish protocols for communication as planning progresses.
- Review the planning timeline.
- Review the completed PREP-RI Pre-Visit Organization Report to confirm the organizational structure.
- Review the visit schedule, including key interview and meeting events.
- Discuss the size of the review team.
- Introduce Evidence Organizers and the process for the submission of electronic evidence, particularly pre-visit evidence.
- Review PV2_Current Candidate Data File to be completed and uploaded prior to Planning Meeting 2.
- Identify any innovative features or emerging practices that the provider or RIDE may want to highlight during the visit.
- Confirm any additional logistics to prepare for the visit, including subsequent planning meetings.

Planning Meeting 2 6 months prior to visit	Planning Meeting 2 provides an opportunity to focus on the uploading of pre-visit evidence into the evidence platform.

After Planning Meeting 1, providers are responsible for beginning to prepare for the visit. **Coordinating logistics and gathering evidence takes time; RIDE strongly recommends that providers and programs begin this work early**.

The provider may request to submit data or other evidence in formats other than RIDE templates if the provider already has required evidence in a different format. RIDE will promptly review each of these requests. A goal of the PREP-RI process is for providers and programs to submit authentic evidence and not to create documents for the purpose of the review process.

In preparation for this meeting:

- The provider uploads PV2_CurrentCandidateData File.
- RIDE reviews PV2_CurrentCandidateDataFile and begins to tailor the general review process to the specific provider and programs.
- RIDE identifies how many candidates will be interviewed and how many clinical sites will be observed.

During Planning Meeting 2, RIDE and the provider:

- Confirm the daily schedule events (interviews, meetings, etc.).
- Review the process for submitting the Pre-Visit Evidence Organizers and pre-visit evidence.
- Troubleshoot issues as needed.

Updated September 9, 2017

- Review the visit team's logistical needs (lodging, travel, meals, and parking), which should be finalized by Planning Meeting 3.
- Confirm and visit the team work room and meeting rooms.
- Review the process for selecting candidates for interviews. The provider selects approximately half of the candidates and RIDE selects the other half.
- Review the clinical site visit process and select the locations for the clinical site visits. For each set of three visits, the provider selects two sites and RIDE selects the third.
- Review the Pre-Visit Evidence Organizer and how to upload pre-visit evidence prior to Planning Meeting 3.

Pre-Visit Evidence Organizer and Evidence

Providers introduce their program to the review team through a Pre-Visit Evidence Organizer template that focuses on professional knowledge, clinical practice, and candidate assessment. The evidence organizer includes five prompts and a list of required evidence. The purpose of the Pre-Visit Evidence Organizer is to provide reviewers with a brief overview of the program. Programs should adhere to word limits and provide clear, concise responses to prompts. After completing the pre-visit evidence organizer, provider leadership should upload the organizer and supporting evidence to the online system using the naming conventions described on the organizer.

Planning Meeting 3 2 months prior to visit

The purpose of this meeting is to finalize the details of the on-site visit and to monitor progress on the uploading of electronic evidence.

In preparation for this meeting:

- Each program uploads the Pre-Visit Evidence Organizer, including program narratives and supporting evidence.
- RIDE reviews the evidence for completeness to ensure that reviewers receive appropriate evidence. **RIDE does not evaluate the quality of the content included in the submission.**

During this meeting, RIDE and the provider:

- Review and confirm the daily schedule, including the number and locations of interviews, meetings, and site visits.
- Confirm the number and names of people included in interviews and site visits.
- Confirm the clinical site visit locations and all necessary logistical arrangements.
- Confirm all visit logistics (names of interview and meeting participants, meeting locations, clinical site visit travel, hotel, meals, supplies, equipment, etc.).
- Conduct a final check on pre-visit evidence.
- Review the on-site visit evidence that providers and programs must upload into the electronic system and/or stock in the team workroom prior to visit.

On-Site Evidence Organizer and Evidence

RIDE has developed a set of six On-Site Visit Evidence Organizers that help frame on-site evidence and specify the evidence providers must upload for review team consideration. The organizers, organized by standard, help reviewers gain important context before reviewing other evidence. Within each On-Site Evidence Organizer, providers and programs answer brief prompts aligned to specific components. The provider uploads the organizers and supporting evidence at least one month prior to a visit, but the reviewers cannot access the evidence until the beginning of the on-site visit. A sample On-Site Visit Evidence Organizer is provided in the image below.

Check-In Call	During the final month prior to the visit, RIDE staff members conduct ongoing monitoring and support for the provider and programs. This monitoring and support includes a check-in call one month prior to the visit to trouble-shoot any issues that may arise.
1 month prior to visit	

In preparation for this call:

- The provider and programs upload all On-Site Visit Evidence Organizers and corresponding evidence. For additional information about the On-Site Visit Evidence Organizers, see page 16.
- RIDE reviews the evidence for completeness to ensure that reviewers receive appropriate evidence. **RIDE does not evaluate the quality of the content included in the submission.**

Updated September 9, 2017

During this call, RIDE and the provider:

- Confirm all arrangements for the clinical site visits including transportation and meeting locations. Program staff members provide transportation to and from site visit locations.
- Troubleshoot the process as needed to assure an effective on-site visit.

Logistics Summary: Provider Responsibilities

During the planning phase, the provider must complete the following:
- Upload evidence.
- Secure a dedicated space on campus where the review team can meet.
- Ensure the team will have access to wireless internet and printers throughout the visit.
- Secure locations on campus for all interviews.
- Recruit and confirm participants for all interviews.
- Generate name tabs and sign in sheets for all interviews.
- Coordinate and confirm clinical visits with candidates and clinical educators.
- Identify which clinical faculty members will drive reviewers to clinical site visits.
- Book and pay for hotel rooms for all review team members.*
- Book and pay for hotel space where review team members can meet for debriefs each evening and on Wednesday morning.
- Arrange and pay for all meals for review team members.*
- Identify primary contacts for during the visit.

*Given that review team members may have varying financial situations, the provider must make arrangements to pay for food and lodging. Reimbursement policies are not allowed.

Immediately Prior to the On-Site Visit

RIDE staff work closely with provider and program staff to complete the necessary preparations and arrangements for the visit. These preparations and arrangements include pre-visit and on-site visit evidence, logistical needs for the review team and on-site visit, and any additional issues. RIDE, the provider and programs have distinct, complementary responsibilities that each must complete prior to the on-site visit to prepare for and successfully complete the performance review process. Together, the provider and program staff troubleshoot any issues and make any last-minute modifications to the on-site schedule as needed.

The provider:

- Prepare the review team work rooms as well as interview and meeting locations.
- Arrange transportation to and from site visit locations.
- Finalize logistics, including meals, lodging, parking, supplies, and equipment.
- Notifies RIDE of any last-minute logistical challenges that might impact the on-site schedule.

RIDE:

- Notifies the provider of any last-minute logistical challenges that might impact the on-site schedule.

Updated September 9, 2017

On-Site Visit

The on-site visit is structured to allow reviewers adequate time to engage with provider and program faculty, staff, partners and candidates. The blocks of time for gathering data are balanced with time for reflection, analysis, and evidence-based judgment. The sample on-site visit schedule below illustrates the key pieces of the on-site visit. This sample serves as a starting point in designing the structure of a visit, but each provider and program collaborate with RIDE during the planning process to prepare a detailed on-site visit schedule. Each day includes large blocks of time for team discussion and analysis of evidence.

Table 3- Sample On-Site Visit Schedule

Day One	Day Two	Day Three	Day Four
Welcome from Institutional Leadership Team Time Interviews: Program and Content Faculty Interviews: PK-12 Clinical Educators Debrief	Clinical Site Visits Team Time Interviews: Candidates Debrief	Interviews: Clinical Partners Interview: Provider and Program Leadership Team Time Interview: Candidate Admissions, Support, and Placement Interviews: Program Completers Final Deliberations	Exit Meeting with Institution and Provider Leadership

Providers and programs are responsible for ensuring that reviewers have access to the materials, resources, and other information throughout the visit. The provider leadership should designate someone as a liaison to the review team during the visit. RIDE staff works with the designated liaison to address questions, request any additional materials, or make modifications to the schedule to address issues that may arise.

Welcome Meeting

The on-site portion of the visit begins with a brief meeting with provider and program leadership. At this meeting, representatives from the leadership have the opportunity to welcome the review team and provide an overview to the visit.

Team Time

During team time, the review team reviews the On-Site Evidence Organizers and evidence, discusses other evidence gathered through interviews and site visits, and identifies where additional information is needed. The provider must secure team time space for the duration of the visit. Program and provider staff may not enter the team room without first checking with RIDE staff during on-site visit.

Updated September 9, 2017

Interviews

While on-site, reviewers collect first-hand evidence on the quality of program and candidate performance through interviews. These evidence sources provide reviewers opportunities to deepen their understanding of the program beyond written evidence to include interviews with a variety of stakeholders. The data gathered on-site deepens the reviewers' understanding of the provider and its programs. The table below details the typical interviews and meetings conducted during an on-site visit and the priority, focus, and participant list for each. RIDE will determine the number of participants for each interview based on program size.

Table 4 - Typical Interviews Conducted During an On-Site Visit

Provider Interviews – Review team members conduct these interviews at the provider level to do the following:		
• Learn more about aspects of the provider and its programs that are not easily documented in written products • Learn more about collaborative efforts around important program elements and initiatives from various contributors • Hear a variety of perspectives about the provider and its programs Because roles and organizational structure varies by provider, RIDE works with the provider during the planning process to identify the appropriate people to join each of these interviews.		
Interview	**Focus**	**Possible Participants**
Clinical Partners	▪ Partnerships and roles ▪ Engagement and employment needs ▪ Program impact ▪ Program improvement	▪ District leadership ▪ School leadership
Candidate Admissions, Support, and Placement	▪ Clinical preparation ▪ Candidate recruitment, support, and retention ▪ Capitalizing on diversity ▪ Program improvement	▪ Dean and assistant deans ▪ Program leadership ▪ Admissions counselors ▪ Partnership coordinators ▪ Academic support staff ▪ Diversity/multicultural affairs staff
Provider and Program Leadership	▪ Program curriculum, field experiences, and candidate assessment ▪ Program impact ▪ Faculty recruitment, support, and retention ▪ Program improvement	▪ Dean and assistant deans ▪ Program leadership ▪ Human resources staff

Updated September 9, 2017

Program Interviews – Review team members conduct these interviews at the program level to do the following:

- Learn more about aspects of the program that are not easily documented in written products
- Assess candidate and completer knowledge, skills, and dispositions
- Hear a variety of perspectives about the program
- Receive candidate and completer assessments of preparation

During a visit to a provider with multiple programs, it is possible to have multiple sets of each type of interview.

Interview	Focus	Possible Participants
Candidates (Early, Middle, and Late in Program)	- Program curriculum - Clinical experiences - Candidate assessment - Program improvement	4-10 candidates (half selected by the provider, half selected by RIDE) who are early in their program 4-10 candidates (half selected by the provider, half selected by RIDE) who are midway in their program 4-10 candidates (half selected by the provider, half selected by RIDE) who are late in their program
Program Completers	- Program curriculum - Clinical experiences - Candidate assessment - Program impact - Program improvement	4-10 program completers selected by the provider
PK-12 Clinical Educators	- Program curriculum, field experiences, and candidate assessment - Clinical educator recruitment, retention, and support - Program improvement	4-10 clinical educators from a range of settings selected by the provider
Program and Content Faculty	- Program curriculum - Field experiences - Candidate assessment - Program impact - Program improvement	- Program coordinators - Program faculty - Arts and sciences faculty

Note: The interviews are an integral part of the on-site review. Therefore, attendance at interviews is crucial. The provider should recruit participants early in the process and make arrangements as needed (e.g. rescheduling a class) so that participants can attend. The provider must share a list of confirmed interview participants one month prior to the visit. If the provider learns someone cannot attend, RIDE and the provider should work together to find an alternate.

Updated September 9, 2017

Clinical Site Visits

Review team members also collect evidence during clinical site visits. Clinical site visits provide an important opportunity for review team members to observe candidate practice in the field and the corresponding feedback that program and PK-12 faculty deliver to candidates. Clinical site visits typically occur on day two of the on-site visit. These visits are structured events in which team members observe a portion of a lesson or other practice-based event and then observe as clinical faculty provide feedback on the lesson or event. For each program, the provider selects two candidates to visit and RIDE selects the third. RIDE works with the provider to identify a range of clinical sites to visit. The focus of the observation is both on how well the candidates perform as well as the accuracy and effectiveness of the feedback to support candidate growth.

Putting It Altogether: The Importance of On-Site Evidence

Evidence organizers
Program products
Course syllabi
Data files

Pre-Visit Evidence

Evidence organizers
Candidate products
Program products
Data files

On-Site Evidence

Interviews and Site Visits

Provider interviews
Program interviews
Site visits

During the interviews, meetings, and clinical site visits, reviewers often build on specific pieces of written evidence made available to the team. For example, during interviews, review team members may ask candidates about work samples they produced or assessments they completed. As a result, the on-site visit allows reviewers to weave together different evidence sources into a complete picture of provider and program performance. The opportunity to ask questions based on the pre-visit

and on-site evidence also affords the opportunity to clarify information and develop a deeper understanding of evidence provided through pre and on-site visit evidence submission.

Each evidence source within the on-site portion of the review provides data that will inform reviewers' evaluation of the provider and its programs based on the Educator Preparation Standards and Rubric. Collectively, reviewers consider all evidence to determine how well the provider and its programs prepare candidates to perform as PK-12 educators.

Although no single piece of the data is the basis of a decision, the data gathered through the interviews, meetings, and site visits play an important role in either confirming or disconfirming preliminary analysis based on written evidence. As the on-site portion of the review progresses, the various data sources help to verify earlier conclusions and may clarify any concerns that surface in the initial review. Teams use the opportunities for interaction during the on-site visit to sort out conflicting evidence and to gather sufficient data to make valid judgments on each component. Through interviews and site visits, the review team identifies patterns and reaches conclusions with a higher degree of confidence. The triangulation of evidence enables to review team to assess accurately the overall effectiveness of the provider and its programs, clearly identify strengths and areas for improvement, provide targeted feedback, and discern precise actions to support recommendations for continuous improvement.

Updated September 9, 2017

Component Ratings, Program Classification, and Provider Approval Terms

Review teams work during the pre-visit and on-site visit to develop a comprehensive understanding of the program and provider based on the evidence made available to the team and on the evidence collected during interviews, meetings, and clinical site visits. Through ongoing analysis and deliberations on the evidence, review teams develop judgments regarding the performance level based on the expectation of the Rhode Island Standards for Educator Preparation (as articulated in the PREP-RI Rubric).

At the conclusion of the PREP-RI approval visit, RIDE facilitates a multi-step process for assessing program performance. The steps include:

> 1. Establishing Program-Level and Provider-Level Component Ratings
>
> 2. Determining Program Classifications
>
> 3. Determining a Provider Approval Term

The process through which review teams develop component ratings, program classification, and provider approval terms is detailed below.

Step 1: Establishing Program-Level and Provider-Level Component Ratings

During the on-site visit, the review team is responsible for determining the component ratings based on an analysis of the evidence. RIDE facilitates review team discussion and deliberation of evidence throughout the on-site visit. The team uses the PREP-RI rubric to determine component-level ratings based on a preponderance of evidence. The rating options are Meets Expectations, Approaching Expectations, or Does Not Meet Expectations.

Step 2: Determining Program Classifications

Based on the program-level component ratings, review team members assign one of the following classifications to each program: Approval with Distinction, Full Approval, Approval with Conditions, Low Performing, or Non-Renewal. These classifications denote the overall quality of specific certificate area programs.

The review team uses the guidance below to assign a program classification based on the analysis of component ratings. The team may elect to recommend a higher or lower classification based on the combination of component ratings and the overall assessment of program performance. Table 5 below describes the different program classifications, RIDE actions, and conditions that the provider and program must meet prior to a subsequent visit.

Updated September 9, 2017

Table 5 - Program Classifications and Implications

Program Classification	Program Performance	Consequence
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.	The program is recognized as distinguished.
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.	The program is recognized for its strong performance, and next steps for program improvement are identified.
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.	The program receives recommendations for improvement. The program must develop and follow an action plan.
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.	The program receives recommendations for improvement and is identified as low performing on federal reports. The program must develop and follow an action plan.
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.	Current candidates may continue to finish the program, but the program is considered closed and cannot accept new candidates.

Updated September 9, 2017

Step 3: Determining Provider Approval Terms

After establishing provider component ratings and taking into account program performance, review teams assign one of the following approval terms to the provider: Seven Years, Five Years, Four Years, Three Years, Two Years or Non-Renewal of all programs. The review team determines the approval term based on the review team's assessment of the performance of each of the provider's programs and the provider's performance on the provider-level components of the Rhode Island Educator Preparation Standards. As such, all of a provider's programs, with the exception of any program classified as Low Performing or Non-Renewal (which have time-specific requirements), receive the same approval term regardless of an individual program's classification.

Table 6 outlines the guidance used by review teams to assign approval terms for a provider and its programs. The guidance identifies expected component ratings reflective of provider performance and program classifications aligned to each approval term. Review teams assess the evidence to determine a provider's approval term. Review teams may apply professional judgment and discretion when a minimal amount of program variation exists.

Table 6 - Approval Terms

Approval Term	Program Performance	Provider Performance Components
7 Years	All programs have classifications of Approval with Distinction or Full Approval.	Most provider components are rated Meets Expectations.
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.
4 or 3 Years	Program performance is varied. A number of programs are Approved with Conditions.	Many provider components are rated Approaching Expectations.
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.
Non-Renewal	Overall program performance is low. All programs are Low Performing or Non-Renewal.	Most provider components are rated Does Not Meet Expectations.

Program and Provider Non-Renewal

Programs and providers that are assigned program classification and provider approval terms of Non-Renewal demonstrate low performance across all Rhode Island Standards for Educator Preparation and no longer merit RIDE approval. When a provider receives a program classification or provider approval term of non-renewal:

Updated September 9, 2017

- RIDE, the provider, and programs must publish the Non-Renewal designation to ensure potential candidates are aware of this designation.
- All currently enrolled candidates may complete their program, but the program or provider may not accept new candidates.
- If the provider wishes to re-open the program(s), it must submit design plans no sooner than three years after the Non-Renewal designation that specify all differences from the previous program or provider plan and all corrective actions that were taken to address identified shortcomings.

Exit Meeting

In the afternoon of Day 4 of the on-site visit, RIDE will conduct an exit meeting with the institution's president/provost or Chief Academic Officer/CEO, dean/director of provider, and, in some cases, program leaders.

Before the meeting:

- RIDE and the provider will discuss who should be included in this meeting when they are designing the schedule for the overall visit. A supervisor of the dean, director, or chair who leads all educator preparation for the provider must attend the meeting.

During the exit meeting:

- RIDE will follow the Exit Meeting Protocol.
- RIDE will share the review team's findings, including the component-level ratings and a selection of identified areas of strength and areas for improvement, program classifications, and the provider's approval term.
- RIDE will not discuss ratings or recommendations in depth

As part of Post-Visit Support, once the provider and programs have a full written report, there will be an opportunity to meet and discuss the ratings, classification, and approval term in detail.
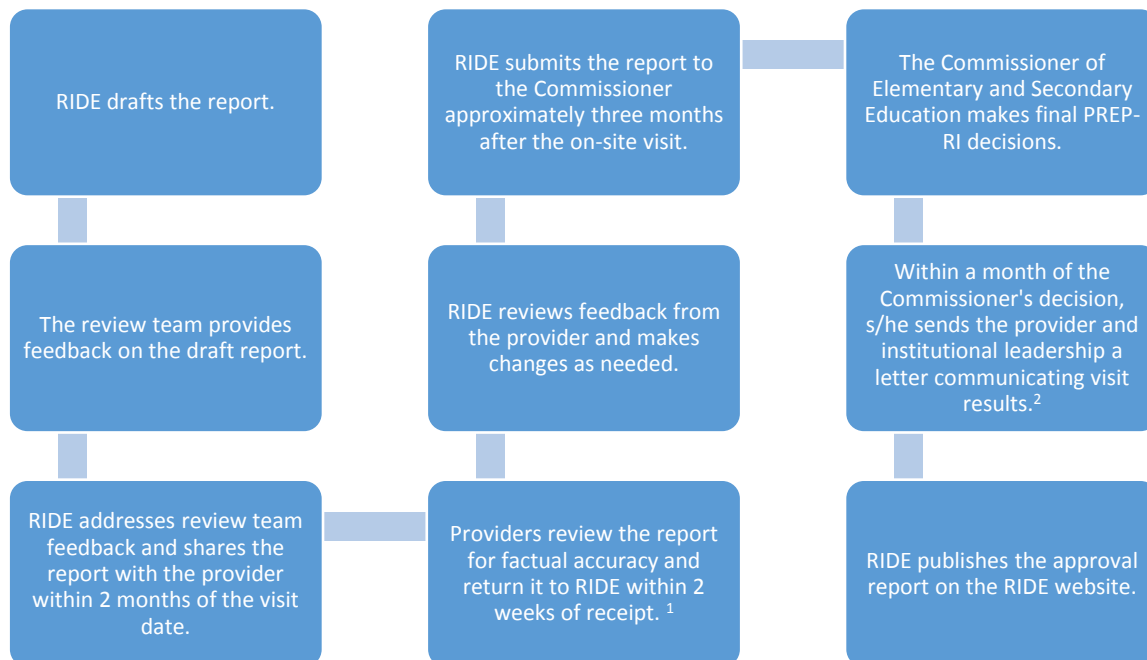
Post-Visit

The post-visit stage begins after the conclusion of the on-site visit. There are two primary parts of the post-visit stage: PREP-RI report development and post-visit support for continuous improvement.

PREP-RI Report Development

After the on-site visit, RIDE develops an approval report based on the review team's assessment of each program and the provider's performance. The report includes the component ratings, program classifications, and provider approval term. The report also includes the commendations and areas for improvement that the review team identified. In follow-up action steps and on future visits, the provider and its programs must demonstrate that they have addressed significant noted areas of improvement. RIDE staff members draft the report based on the review team's interpretation and judgment of the evidence during the on-site visit. Figure 4 outlines the process for developing the PREP-RI report.

Figure 5 - The PREP-RI Report Development Process

[1]Providers may request corrections for any factual inaccuracies within the approval report but may not challenge the review team's decisions. A factual error may include incorrect data, misspelled names, and/or other technical inaccuracies.

[2] The letter from the commissioner communicates the provider approval term as well as each program's component ratings, program classifications, areas of strength, and recommendations for improvement. Providers and programs that do not earn approval will also receive instructions for closing the affected programs or provider.

Updated September 9, 2017

The PREP-RI Report contains 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, program approval term, and tables of component-level performance ratings for the program and the provider.

The Program Component Findings and Recommendations contain specific information regarding performance in each program-specific component. For each component, the report will include a summary statement describing the current level of performance for the component, a list of evidence that supports the performance level determination, and, when appropriate, a list of recommendations for improvement or commendations for notable practices.

The Provider Components Findings and Recommendations section also includes a summary statement, a list of evidence, and a list of recommendations or commendations for each provider-level component.

RIDE publishes all final copies of approval reports on the RIDE website at http://www.ride.ri.gov/TeachersAdministrators/EducatorCertification/RIEducatorPreparationPrograms.aspx#12581-ri-approved-programs.

Federal Classifications

Title II of the Higher Education Opportunity Act requires each state to establish criteria for identifying educator preparation providers and programs that are low performing or at risk of being low performing. RIDE uses the results of PREP-RI to comply with these requirements.

Low Performing is a two-year designation, which is the duration the provider or program's approval period. Programs designated as low performing must demonstrate significant progress or risk being closed at that time.

At Risk of Being Identified as Low Performing - Review teams may choose to designate a provide ror program At Risk if the program receives an Approval with Conditions classification during the full PREP Rhode Island process and the program requires significant improvement. Providers and programs designated At Risk maintain this designation until the next visit. If the provider or program demonstrates substantial improvement in areas identified by the review team during the performance review process, RIDE may—but is not required to—remove the program's At Risk designation. If the provider or program does not demonstrate substantial progress, RIDE may continue the program's At Risk designation, lower the program's designation to Low Performing, or non-renew the program.

Support for Continuous Improvement

After the visit, RIDE staff members are available to work with provider and program leadership to develop a mutual understanding of program strengths and areas for improvement and how to put the approval report's recommendations into action. This support may include a focused discussion of the findings of the approval report, a collaborative review of program strengths and areas for improvements, and developing actionable plans for improvement.

Updated September 9, 2017

An additional avenue for support for providers and programs is the Education Preparation Index data that RIDE publishes on an annual basis. RIDE will continue to work with providers and programs both individually as part of post-visit support and during Quarterly Meetings. The focus of this support will be to provide professional development, technical assistance, and support for providers and their programs in using and learning from this rich source of data. RIDE will select specific topics for this support based on Index data, provider feedback, and common program challenges identified during the PREP-RI process.

Between PREP-RI approval cycles, providers and programs should continue to engage in their own ongoing continuous improvement efforts. While RIDE uses the performance review process to ensure that providers meet an acceptable standard of quality, providers should develop and cultivate regular self-assessment practices. The Index provides a source of data that programs can use to inform their development. The intention of Standard 5 is to encourage programs to collect and analyze data on multiple measures of program and completer performance to drive continuous improvement.

Conclusion

RIDE seeks to support programs and providers in preparing future educators to positively impact PK-12 student learning, to be effective educators from day one, and to serve as leaders and professionals in their school communities. PREP-RI allows RIDE, providers, and programs to achieve these goals through a more efficient, collaborative means that emphasizes provider and program strengths and results in precise, actionable recommendations for improvement and continuous growth.

Updated September 9, 2017

Appendix 1: 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 prior to the candidate

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: 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

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

Updated September 9, 2017

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.