

THE UNIVERSITY OF RHODE ISLAND
FEINSTEIN COLLEGE OF EDUCATION

ANNUAL REPORT 2023–2024

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OUR ETHOS

In the spirit of partnership, we strive to create a community where collegiality and collaboration thrive. We believe in being supportive and respectful, engaging in meaningful conversations that uplift and empower. We value the acquisition and sharing of knowledge through equitable educational practices that cultivate advocacy, justice and joy and endeavor to expand our mission of developing future educators from pre-K through higher education.

DEAN’S MESSAGE

Welcome!

The University of Rhode Island’s School of Education is now the Alan Shawn Feinstein College of Education.

As the college’s founding dean, I can proudly say that we are in a strong leadership position that mirrors other colleges in the University, with the college graduating the most teacher candidates of any educator preparation program in Rhode Island over the last three years.

As a college, we are expanding our mission of developing future educators from pre-K through higher education, offering new degree programs that are relevant in preparing educators for today’s learners and preparing education professionals for positions outside the classroom, while emphasizing leadership practices in clinically based teacher education.

The college is addressing the changing needs in teacher education in many ways, including forging pathways to better diversify the teaching profession. Our faculty have contributed to national advancements in this area and have been awarded local and state grants to help diversify the teacher pipeline. It’s vital that children in classrooms across the United States learn from people who look like them and who come from the communities where they live, and we are dedicated to this important work.

We are also elevating the work of educator preparation by partnering with local school districts. We are designing more deeply embedded field experiences for our students that will include coursework at area schools and having local teacher partners instruct some of those classes, ensuring that our students have broader experiences in their pre-K–12 school placements.

The Feinstein College of Education also has several new degree offerings, some of which began with the 2023 academic year.

The Bachelor of Science in environmental education gives students immersive, hands-on learning experiences to lead a new generation to a more sustainable future, while exploring the interconnectivity of the world.

Supported by the Office of the Postsecondary Commissioner and the Rhode Island Department of Education, the Bachelor of Science in early childhood education for pre-K–2 was developed with the Community College of Rhode Island to give the incumbent workforce of early childhood educators accessible, high-quality, and meaningful pathways to attaining credentials, career advancement, and earning potential.

A new Bachelor of Arts in world language education will meet the changes in the R.I. Department of Education’s credentials for world language instructors in pre-K–12.

On the post-graduate level, a newly designed Ph.D. in education will prepare advanced students to apply cutting-edge research to improve opportunities across the educational spectrum and become community-engaged scholars and leaders.

The new Feinstein College of Education is committed to demonstrating and supporting the practice of teaching and learning. We are ideally positioned to align with current trends and adapt to future change to meet the evolving needs of our state, our nation, and most of all, our children.

The following pages of this report describe just some of the many achievements that have already positioned the new Feinstein College of Education as a national leader. I invite you to visit our website at uri.edu/education for an in-depth look at the college’s successes of the past year and all those to come in the future.

Danielle V. Dennis

Dean Danielle V. Dennis

BY THE NUMBERS



223

Student teacher placements



35

Ph.D. students



712

Undergraduate students



170

Graduate students



626

Student practicums
and internships



30

Kappa Delta Pi, Honor Society
in Education inductees

Scholarly Initiatives



36

Leadership roles



19

Faculty and staff publications



78

Faculty/staff presentations



83

Articles, books, chapters,
other publications

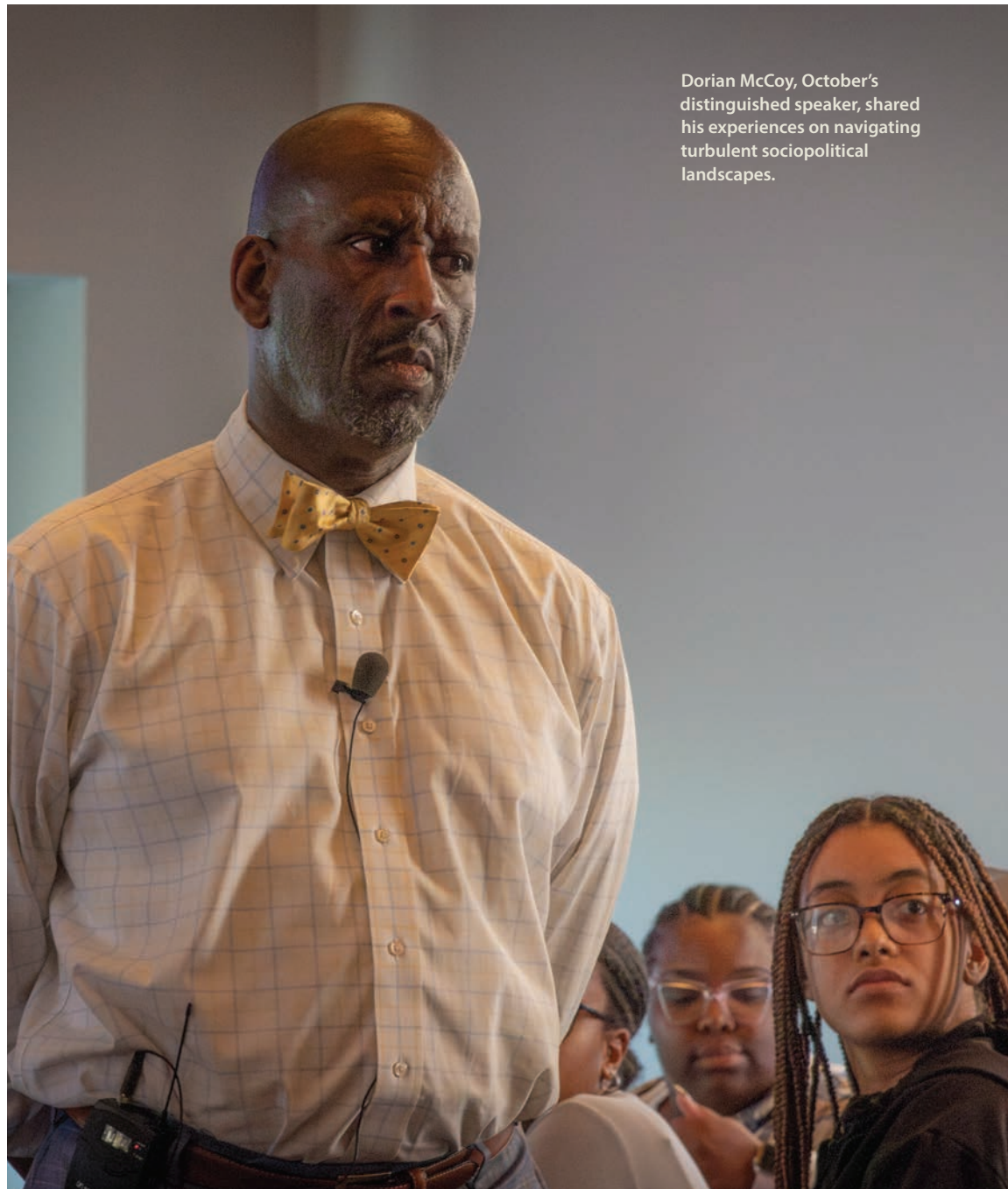


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Grants—new and
continuing sources



Sara Sweetman, associate professor of elementary and environmental education and a collaborator on PBS Kids shows, with some friends from Sesame Street.



Dorian McCoy, October's distinguished speaker, shared his experiences on navigating turbulent sociopolitical landscapes.

NEWS

Highlights From Our Inaugural Year



"Equity and Justice in Teaching and Research" panel, left to right: Kayon Murray-Johnson, Emily Clapham, Sara Sweetman, Tashal Brown, Lazaro Camacho Jr., and Annemarie Vaccaro.

Year of Education

College's First Year Marked With Celebrations, New Programs

As the Feinstein College of Education celebrated its inaugural year, Dean Danielle Dennis organized a yearlong celebration of events to highlight the important work of leaders across the educational spectrum, showcasing the college's connection to national issues and trends in education that present the college as a front-runner in teacher preparation.

The celebration kicked off in September with Education Day at the Rhody Rams football game against Stony Brook University. Jay Midwood, chief of human capital at Central Falls School District, was honored with the college's inaugural Spirit of Partnership award for his support of the college's educator preparation programs.

Dorian L. McCoy, director of Diversity, Equity, and Inclusion at the University of Tennessee, Knoxville's College of Education, Health, and Human Sciences, was October's distinguished speaker, sharing experiences of people of color in higher education, examining how historically underrepresented students, faculty, and administrators are socialized in academia.

In November, Kayon Murray-Johnson, associate professor of adult education, moderated a panel on "Equity and Justice in Teaching and Research," where experts shared their experiences on infusing equity and justice into teaching and research and discussed successes, challenges, and advice for advancing JEDI—justice, equity, diversity, inclusion—in faculty work.

Panelists included Tashal Brown, assistant professor of urban education and social studies;

Lazaro Camacho Jr., assistant professor, College Student Personnel program; Emily Clapham, associate professor of health and physical education; Sara Sweetman, associate professor of elementary and environmental education; and Annemarie Vaccaro, associate dean. They encouraged educators to stay alert and active, monitoring laws and policies that can promote change, approach this work with love and passion, and understand that this work takes time and patience.

The college's giving spirit was evident in December, with donations to the Rhody Outpost Food Pantry, providing critical support for URI students throughout the year, followed by January's promotion of Winter J-Term accelerated courses to help students complete their curriculum requirements.

Wilson Kwamogi Okello, M.S. '12, assistant professor of higher education in the Department of Education Policy Studies and director of the Black Study in Education Lab at Pennsylvania State University, headlined February's event, "On Intellectual Refusal and the Pursuit of Liberatory Praxis." Okello, an artist and interdisciplinary scholar, draws on Black critical theories to advance research on student/early adult development theory and studies how Black critical theories might shift understandings of racialized stress and trauma, qualitative inquiry, critical masculinities, curriculum, and pedagogy.

April events celebrated extraordinary educators from across the state, including the 2024 Rhode Island Teacher of the Year, Aimée Couto '96, and a medallion induction ceremony honoring new educators into the teaching profession.

To close out the academic year in May, the college celebrated Teacher Appreciation Week, with a special video message from Dean Dennis.



Okello Addresses Systemic Conditions in Higher Ed

With a masterful blend of exquisite poetry, prolific prose, and exuberant passion, Wilson Kwamogi Okello, M.S. '12, delivered a powerful talk as part of the Feinstein College of Education's Distinguished Speaker Series, on Feb. 29 in the Galanti Lounge of the Robert L. Carothers Library and Learning Commons.

Okello, assistant professor of higher education in the Department of Education Policy Studies and director of the Black Study in Education Lab at Pennsylvania State University, is a graduate of URI's College Student Personnel master's program. He went on to earn his doctorate from Miami University in Oxford, Ohio.

Okello's discussion, "On Intellectual Refusal and the Pursuit of Liberatory Praxis," communicated his commitment to generating language, methods, and dispositions to address the systemic conditions facing higher education. He discussed the ethics and responsibility of doing critical research, sustainability for scholars and practitioners, and the politics of doing critical research that pushes against traditional approaches in education in the service of equity and justice in contentious social and political times.

Okello spoke about Black critical theories in relation to knowledge production. He said this idea came to him when a student asked him how it felt

to be Black in this country. His answer was to remind people that they have the capacity to define the world for themselves.

As an interdisciplinary scholar, Okello's work is often a fusion of discrepancies, bringing together what we know, but also how we know and understand. He stressed the benefits of "slowness" in order to spend more time with ideas, to "grapple with what is messy."

Delving into "liberatory praxis"—encouraging students' learning and nurturing their freedom—he said to look beyond traditional forms of learning. "Part of our work is to think with the long

'Lift up your eyes to the day breaking before you, give birth again to the dream. ... Each new hour holds chances for new beginnings.'

—Wilson Kwamogi Okello, M.S. '12

genealogy of ideas," he said. "Ideas don't often fit into rigid boundaries."

He urged educators to "learn from the creatives" and to "create dangerously" what will be required in this moment.

"Lift up your eyes to the day breaking before you, give birth again to the dream," he said. "Each new hour holds chances for new beginnings."

For now, he said, learn to live with tension while working toward liberation. "Ask more critical questions."



Merry Caswell, center, and students in her EDC 400 class test curriculum activities.

Office of English Language Program Development

New Office To Support Needs of International Students

In conjunction with URI's Office of the Provost, the college is establishing an Office of English Language Programs to support the needs of international students by improving their English language proficiencies and provide short-term language and culture programs for local communities, organizations, and global partners.

Teachers of English to speakers of other languages (TESOL) faculty will develop a cutting-edge curriculum with the aim of earning the Commission on English Language Program accreditation, the agency that accredits postsecondary English language training programs. Once achieved, it would be the first in the state.

Through this office, the college can develop and administer a professional development curriculum to certify foreign educators from such countries as Colombia, the Dominican Republic, and Guatemala to teach in urban public school districts where local demographics mirror these countries, and the highest levels of teacher shortages and multi-language learners exist.

Globalizing Teacher Education

Addressing Teacher Shortages in Rhode Island Schools

Across America, urban public school districts are experiencing unprecedented teacher shortages and the need for a more diverse teacher workforce with new capabilities to support a growing multilingual learner demographic.

The Feinstein College of Education has taken a leadership role in the state to develop solutions that will address these challenges. In collaboration with local schools, the Rhode Island Department of Education, and community organizations, and by globalizing URI's teacher education program with an expanding ecosystem of international partners, the college is poised to make positive, long-lasting change in the state's education system.

Over the last two years, the college launched two faculty-led programs; received a prestigious Department of State World Learning IDEAS grant to support the development of additional short-term study-abroad programs; developed a new minor in global studies for education; and received funding to establish a new Office of English Language Programs.



Looking Ahead

New Study-Abroad Program Added

The College of Education continues to expand global initiatives for its students, finalizing additional study-abroad programs, including the development of new programs in Italy and Puerto Rico. Investing in the globalization of teacher education will give Rhode Island preservice teachers the skills to be successful in today's educational environment. These efforts will also open up opportunities for international students and educators to enter the teacher workforce in Rhode Island and contribute to reducing the state's teacher shortage.

New Global Education Studies Minor

Launching in 2024, the global education studies minor will allow students to explore globalization of education and educational policies using the critical lens of equity and social justice, human rights, and global citizenship. The courses will give students of diverse backgrounds the skills to become change agents and education leaders in today's globalized world.

Germany

Rabia Hos, associate professor of TESOL (teaching English to speakers of other languages), and Colleen Rossignol, coordinator of Global Education and Partnerships, collaborated with Germany's Technische Universität Braunschweig faculty and staff to design a three-week hybrid course during the summer 2023 session that included online asynchronous and synchronous collaborative learning with German and URI students, followed by URI students traveling to Germany to participate in historical and cultural activities and school observations with their German peers.

The students engaged in intercultural collaborations in and out of the classroom and focused on teaching to literacy strengths of children and adults of diverse socioeconomic, cultural, and linguistic backgrounds. Through readings, class discussions, and fieldwork, students explored comparative education between Germany and the United States as it pertains to teaching multicultural populations.



The inaugural cohort of students in Rothenburg ob der Tauber, Germany, with program directors Colleen Rossignol, far left, and Rabia Hos, kneeling.



Students travelling to the Dominican Republic pose for a photo after learning how chocolate is made at El Sendero del Cacao.

Dominican Republic

Rossignol and Tashal Brown, assistant professor of urban education and secondary social studies, collaborated with community organizations in the Dominican Republic to develop a program for students to gain broad exposure to the Dominican Republic by examining historical, cultural, political, and economic dynamics that contribute to contemporary societal issues.

The first cohort of students traveled to the Dominican Republic in January 2024.

Engaging with rural and urban community-based Dominican organizations and youth-led programs, students examined interventions that promote social change, embarked on a decolonial tour in Santo Domingo to learn about the island's history from the enslaved African perspective, and toured the Memorial Museum of Dominican Resistance to learn about the dictatorship of Rafael Trujillo, highlighting the 1916–1978 period, which included the Haitian genocide, civilian protests, the U.S. occupation in the Dominican Republic, and the Joaquín Balaguer dictatorship that ended in 1978.

Students constructed a critical analysis that drew comparisons of social inequities in the Dominican Republic and U.S. context to gain a unique international experience.

National Recognition for URI Programs

Programs Earn an 'A' for Preparing Future Teachers in Science of Reading

The University of Rhode Island's undergraduate and graduate teacher preparation programs have been recognized by the National Council on Teacher Quality (NCTQ) for their rigorous preparation of future educators in how to teach reading, earning an "A" grade in NCTQ's new report, "Teacher Prep Review: Strengthening Elementary Reading Instruction."

The programs are among just 23 percent nationwide to earn an A from NCTQ for meeting standards set by literacy experts for coverage of the most effective methods of reading instruction—often called the "science of reading."

"Teachers with deep knowledge of literacy practices are best able to meet the varying needs of the children in their classrooms," said Danielle Dennis, dean of the Feinstein College of Education and professor of literacy studies, who serves on the board of the International Literacy Association.

National data shows that more than a third of fourth-grade students—more than 1.3 million children—cannot read at a basic level.

"Our faculty excel at preparing elementary teacher candidates with the knowledge they need to teach developing readers. Our literacy coursework is comprehensive and practice-based, so not only do our candidates learn the concepts but they have the opportunity to apply them in a classroom setting under the guidance of experienced educators," said Dennis.

To earn an A, programs needed to meet NCTQ's targets for coverage of the five core components of scientifically based reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension—and not teach more than three instructional methods that are unsupported by the research on effective reading instruction.

Experts at NCTQ analyzed syllabi, lecture schedules and topics, background reading materials, class assessments, assignments, and

opportunities to practice instruction in required literacy courses for undergraduate and graduate elementary teacher candidates at URI.

URI's Elementary Education Program is a fully accredited certification program which prepares undergraduate students to teach first through sixth grades and gain an understanding of how learners develop.

"Teacher preparation programs are structured to provide a gradual buildup of responsibilities and experiences for teacher candidates," said Diana Marshall, director of URI's Office of Teacher

'Our faculty excel at preparing elementary teacher candidates with the knowledge they need to teach developing readers.'

—Danielle Dennis, Feinstein College of Education Dean

Education. "In student teaching, teacher candidates gradually take on responsibility for the full classroom, including managing the teaching and learning of the classroom for an extended amount of time, engaging with parents, and collaborating with colleagues."

Marshall said that teacher candidates are engaged in classrooms every semester of their teacher preparation programs. They are placed in as many as seven clinical placements throughout their teacher preparation program, depending on their program.

URI's Master of Arts in Education with Teacher Certification Program is designed for students who have already received an undergraduate degree in an area other than elementary or secondary education and want to obtain their teacher certification along with their master's degree.

More at nctq.org/review/standard/Reading-Foundations



Aimée Couto is seen with children in her class at the Emma G. Whiteknact Elementary School in East Providence, R.I. Couto, a 1996 graduate who earned her bachelor's degree in fine arts, was named the 2024 Rhode Island Teacher of the Year.



NEW DEGREES

Strengthening the Educational Experience

Three New Bachelor's Degrees, Ph.D. Introduced



Hyunjin Kim

B.S. in Early Education, B.A. in World Language Education

The Feinstein College of Education introduced two new bachelor's degrees in fall 2023 that are relevant and necessary in preparing educators for today's learners.

The Bachelor of Science in early childhood education for pre-K–2 was developed in conjunction with the Community College of Rhode Island to give the incumbent workforce of early childhood educators accessible, high-quality, and meaningful pathways toward credential attainment, career advancement, and earning potential.

Developed by Hyunjin Kim, associate professor of education, the degree offers access to workforce development in the early childhood education sector through an accelerated, online program where students can complete a bachelor's degree in early childhood education or earn a pre-K–2 teaching certificate, while keeping their current full-time childcare and teaching position.

The Bachelor of Arts degree in world language education meets the changes in the Rhode Island Department of Education's credentials for world language instructors in pre-K–12. The program allows students to become certified to teach at all levels of elementary, middle, and secondary education in the state, making them more versatile and employable educators to teach effectively in a wide variety of educational settings.

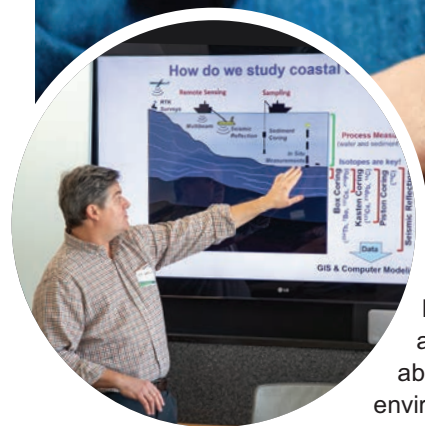
Developed by Iñaki Pérez-Ibáñez, assistant professor of world languages, the program prepares educators to work in pre-K–12 and provide greater academic achievement and more positive attitudes toward other languages and cultures.

Continued on following page

The new bachelor's degrees are relevant and necessary in preparing educators for today's learners.

‘An environmental education degree program is just what Rhode Island needs to meet the changing and urgent demands of our state.’

—Jeanine Silversmith, Executive Director, Rhode Island Environmental Education Association



B.S. in Environmental Education

For those who are passionate about the environment, the Bachelor of Science degree in environmental

education will begin in fall 2024 and offer immersive, hands-on learning experiences to lead a new generation to a more sustainable future, while exploring the interconnectivity of the world.

The program prepares students for professional careers in nonformal educational settings, such as nature centers, zoos, aquariums, parks, as well as higher education and governmental policy entities. Using knowledge across scientific content, students will develop strategies and become empowered to lead actions that increase access to healthy environments.

Developed by Sara Sweetman, associate professor of elementary and environmental education, the program works across three pillars—interdisciplinary content knowledge, pedagogies and programming, and environmental justice and advocacy—to engage

students in natural and designed environments.

“An environmental education degree program is just what Rhode Island needs to meet the changing and urgent demands of our state. Classroom teachers, municipal officials, business owners, and so many others are increasingly seeking expertise and guidance to prepare students of all ages with the skills and knowledge to address environmental challenges,” said Jeanine Silversmith, executive director of the Rhode Island Environmental Education Association.

The program also partners with local environmental education agencies around the state.

The degree will also provide pathways for graduate degrees in master’s-level science programs such as URI’s Master of Environmental Science and Management or into the Master of Arts with Teacher Certification (MATC) program.

“The environmental education program may help students interested in science discover a teaching pathway and continue their education in the MATC program,” said Sweetman.

‘We will develop ... equity-minded educational researchers who collaborate with local and global communities to conduct community-connected research.’

—Annemarie Vaccaro, Associate Dean, Professor of Education

Ph.D. in Education

Beginning in fall 2024, URI’s Feinstein College of Education will offer a new doctoral degree in education, to prepare students to implement cutting-edge research to improve opportunities across the educational spectrum and become community-engaged scholars and leaders, while providing specialized expertise to advance specific areas of interest and equity in education.

“Over the course of last year, the faculty have developed an innovative and flexible Ph.D. in education, which builds on the vast expertise in our college,” said Danielle Dennis, dean of the Feinstein College of Education.

The degree will focus on topic areas that span current education programs to inform complex, converging issues that will lead to transformational change in pre-K–16 and adult learning settings.

Students will also become proficient in effectively communicating their research findings, practical applications, and implications for varied stakeholders.

“In launching this new program, we will develop a cadre of equity-minded educational researchers who collaborate with local and global communities to conduct community-connected research that will lead to improved education across the educational spectrum,” said Annemarie Vaccaro, associate dean and professor of education.

The 60-credit curriculum includes core courses, qualitative and quantitative research methods, a focus area that aligns with individual career goals, and a dissertation.

For the focus area, students can opt to work with one of our expert education faculty to develop a tailored curricular plan that aligns with one or more areas of expertise within the college, such as STEM education, social justice education, teaching English to speakers of other languages and bilingual dual-language immersion (TESOL/BDL), literacy, special education, among others. Or students can work with their advisor to design a plan of study that draws upon multiple areas of interest.

Applicants must have a master’s degree in education (or related field) or at least 30 graduate education credits from a regionally accredited institution of higher education.



GRANT AWARDS

Making a Difference Beyond the Classroom



'I really want to shift the thinking about the gender equity role ... (and) build better collaboration between boys and girls starting at a young age.'

—Sara Sweetman, URI Associate Professor of Education

A Winning Partnership

Professor Teaming With PBS Kids' 'Elinor Wonders Why' on \$3.4M NSF Grant

Sara Sweetman, associate professor of education at the University of Rhode Island, and the creators of the Emmy-nominated PBS Kids show *Elinor Wonders Why* are enlisting Elinor, the 5-year-old bunny, and her friends Ari and Olive to help break down barriers that girls face in the STEM fields.

Thanks to a \$3.4 million grant from the National Science Foundation, Sweetman will work with creators Jorge Cham and Daniel Whiteson to develop eight new 11-minute episodes of the popular animated show. Their goal is to improve boys' and girls' perceptions of female scientists and increase children's understanding of mixed-gender collaborations in STEM.

"I really want to shift the thinking about the gender equity role in terms of what we can do to build better collaboration between boys and girls starting at a young age," said Sweetman, the principal investigator on the grant. "In the past, efforts have focused on getting women excited about STEM and providing opportunities for them to excel. I

think doing those are great, but if we really want to have a gender diverse field in sciences, we need to work with both men and women."

Sweetman has been a consultant on numerous PBS Kids shows, including conducting research for *The Cat in the Hat Knows a Lot About That*. She also advises on education content for about a half-dozen shows, including *Sesame Street*.

The four-year project also will include researchers from the URI Department of Computer Science and Statistics, who will develop an assessment tool with artificial intelligence-assisted data collection and analysis that will measure the students' perceptions. URI computer science professor Abdeltawab Hendawi, also co-principal investigator, will lead the team in creating an interactive game that uses an avatar creator so children can create their own scientists while showing what they understand about the role of scientists.

For full story visit: uri.edu/education/sweetmanpbs

College of Education Receives IDEAS Grant

State Department Award Will Build Study-Abroad Programs

The U.S. Department of State's Increase and Diversify Education Abroad for U.S. Students (IDEAS) program has selected the Feinstein College of Education as the recipient of a \$34,862 grant to expand study-abroad opportunities in Italy for students from the college.

The college is the first institution in Rhode Island to receive this award and will expand the college's study-abroad programs for education students to learn in underserved countries.

The grant will be used to design a globalized curriculum for students preparing to be teachers and education administrators, ensuring that they will reflect the rich diversity of our country and safely study abroad in destinations around the world.

The Italy program will focus on the globally renowned early childhood education methodologies, Reggio Emilia and Montessori. Students will travel to Italy for two weeks and be immersed in Italian culture while observing and learning from practitioners in these two early childhood education methods.

Through this program, students will also analyze educational practices, social issues, and global policies through an equity lens, studying international education with regard to race, class, gender, and inclusion, as well as cultural exchanges and teacher education.

Colleen Rossignol, coordinator of global education and partnerships, said the college is also building partnerships with nongovernmental agencies and higher education institutions in all of its study-abroad locations including the Dominican Republic, Puerto Rico, Germany, and Italy.

Rossignol and Rabia Hos, associate professor of teaching English to speakers of other languages and bilingual dual-language immersion education, co-authors and principal investigators for the IDEAS grant, are using the program to complete the development of the college's international study-abroad strategy and programs and infuse more global teaching skills into teacher education at URI.

URI is one of 34 U.S. colleges and universities in 28 states to be awarded an IDEAS grant.

Project Awarded \$1.1M for Special Ed Programs

Goal Is To Ensure Diversified Teacher Workforce

The Feinstein College of Education was awarded a \$1.1 million grant from the U.S. Department of Education's Office of Special Education and Programs to develop programs to address the need for qualified special education personnel and ensure a diversified teacher workforce to better serve children with disabilities.

Project SUSTAIN—Supporting Special Education Teachers toward Access and Inclusion Network—will prepare 30 professionals to earn a URI master's degree and certification in special education and a graduate certificate in dyslexia knowledge and practice, through a partnership with Providence, Woonsocket, and Central Falls

public schools and the R.I. Institute for Labor Studies and Research.

The award will support special educators as they develop professional skills, with an emphasis on recruiting, retaining, and sustaining educators from historically minoritized backgrounds, based on race, ethnicity, disability status, sexual orientation, and immigration status, who currently support or seek to support high-need student populations.

According to the U.S. Department of Education, special education in Rhode Island has been identified as a shortage area at both the elementary and secondary levels, resulting in 19 percent of emergency teaching certificates issued in the state since 2021.

'I envision the development of sustainable systems and structures for diverse faculty-led study-abroad offerings.'

—*Rabia Hos, Associate Professor of TESOL/BDL Education*



Four Districts Partnering With URI Receive Grants

The Schools Work With Faculty To Advance Multilingual Learner Initiatives

The Rhode Island Department of Education awarded \$81,429 in Multilingual Learner Success Grants to four local school districts partnering with the University of Rhode Island's teaching English to speakers of other languages and bilingual dual-language immersion (TESOL/BDL) faculty to support high-quality instruction and family engagement to increase educational success and student outcomes for speakers of other languages.

The grant awards were announced by Gov. Dan McKee and state Education Commissioner Angélica Infante-Green on March 1, 2023.

URI TESOL/BDL faculty members Amy Correia, Laura Hamman-Ortiz, and Rabia Hos will oversee the implementation of two yearlong projects to support the academic success of multilingual learners and educational outcomes.

"Multilingual learners, or students learning English as a new language at school, are the fastest growing student subpopulation in Rhode Island and across the country, yet multilingual learners continue to be underserved by our school system. These grants will provide funding to support the implementation of a range of projects aimed at bolstering the success of multilingual learners in Rhode Island schools," said Hamman-Ortiz.

Continued on following page

The URI team will implement the following yearlong programs:

1 Developing Multilingual Learner Success Teams To Increase Access to High-Quality Instruction

District Partners: Pawtucket Public Schools, \$19,150, and Woonsocket, \$24,379

University Partners: Rabia Hos and Amy Correia

In partnership with URI faculty, Pawtucket and Woonsocket public schools will incorporate multilingual learner “look-fors,” which are specific indicators of effective teaching and learning that can be observed during a classroom visit, into its classroom walkthrough protocols, conducting observations and leveraging data to provide targeted coaching and professional learning on effective instructional practices for multilingual learners.

2 Enhancing High-Quality Instruction for Multilingual Learners in Dual-Language Programs Through ‘Translanguaging’

District Partners: Nuestro Mundo and Providence Public School District, \$37,899

University Partners: Laura Hamman-Ortiz (URI) and Sarah Hesson (RIC)

In partnership with faculty from URI and Rhode Island College, teachers in dual-language programs at Nuestro Mundo and Providence public schools will receive professional learning on teaching “translanguaging”—the ability to move fluidly between languages—as they engage in structured opportunities for collaborative instructional planning, all designed to enhance students’ biliteracy development.

“Forging a yearlong partnership with a district is critical to the success of a professional learning experience,” said Correia. “When a group of educators can discuss research and best practice in a systematic way, we are much more likely to make sustained improvements to local education that can serve as a resource for the rest of the state.”

Eligibility for the grants included local education agencies urging families of multilingual learners to serve on school and district improvement teams or help develop a classroom walk-through system that includes a professional learning and collaborative instruction plan.

3 College Partnering With Local Schools, Nonprofit Organization, Thanks to Governor’s Grant

Community Partners: Jonnycake Center for Hope, South Kingstown

University Partner: Diane Kern

The University of Rhode Island’s Feinstein College of Education has been awarded a \$325,000 grant as part of Gov. Dan McKee’s Advancing Learning Beyond the 180-Day School Year program, which supports the state’s extended learning programs.

The South Kingstown Year Long Learning Support (SKYLLS) grant will establish a partnership between the Jonnycake Center for Hope and URI to provide academic tutoring for students in the South Kingstown School District in grades 1–8, along with additional supports for students with dyslexia.

The Jonnycake Center provides basic needs and resources to community members to help them reach their full potential and improve their quality of life.

The funding will also help create wraparound services with Tides Family Services for middle school students to address chronic absenteeism and a partnership with the Tomaquag Museum to offer trauma-informed care trainings to families and educators.

“In collaboration with the South Kingstown School District, we will build on our ‘180 days of school’ activities and experiences to advance an innovative, 365-day, mutually beneficial partnership focused on education, both in and out of school, to enhance the overall well-being of South Kingstown’s children and youths,” said Diane Kern, professor of English Language Arts and Literacy Education.

Kate Brewster, CEO of the Jonnycake Center for Hope added, “Our partnership with URI’s College of Education will provide out-of-school time programs and services that can help close the opportunity gaps for students of color and those who are economically disadvantaged.”



Storytellers entertaining students at Highlander Charter School.

4 College Awarded \$300K Grant To Diversify State’s Teacher Workforce

Community Partners: R.I. Foundation, Highlander Charter School

University Partners: Diane Kern, Tashal Brown

The URI Feinstein College of Education has been awarded a \$300,000 grant from the Rhode Island Foundation to enhance its programs targeting students of color planning to become teachers and develop a teacher-preparation program at Highlander Charter School that includes admissions testing assistance and promotes continuing education credits.

The Urban Residency Initiative Pathways to Education program is aimed at increasing the skills and sense of belonging for urban high school students seeking admission to educator preparation programs, in turn, increasing enrollment, completion, and employment for teacher candidates from racially, ethnically, and linguistically diverse backgrounds.

The project will capitalize on the experiences of URI’s Talent Development alumni and current scholars, along with URI students, faculty, staff, and administrators committed to diversifying the state’s urban education workforce.

“Together, we will develop, implement, evaluate, and share evidence about a dual and concurrent enrollment program for urban high school students interested in

education careers,” said Diane Kern, professor of teacher education and primary investigator for the grant. Tashal Brown, assistant professor of urban education and social studies, and Ph.D. student Megan Howe co-wrote the grant proposal with Kern.

“Diversifying the teacher workforce in pursuit of the educational success of students is a strategy that works. These important investments will help address achievement gaps in urban districts by advancing programs designed to attract and support teachers of color,” said David N. Cicilline, president and chief executive officer of the Rhode Island Foundation, in a press release.

Research has shown substantial benefits when students are matched with a teacher of their race. According to a Johns Hopkins report, low-income Black students who have at least one Black teacher in elementary school are 29 percent less likely to drop out of high school.

For the full report online, visit: nber.org/papers/w25254.

The Urban Residency Initiative Pathways to Education program will run for two years through June 2025.

“The University of Rhode Island, with Rhode Island Foundation’s vision and technical assistance, has the thought leadership, partnerships, talent, and tenacity to make significant headway in diversifying the Rhode Island educator workforce,” said Kern.



Scene at a school
in Guatemala

STUDENTS

Prepared To Be the Next Leaders in Education

An Immersive, Profound Experience

Ph.D. Student Travels to Guatemala for Fulbright-Hays Program

A seventh-grade class trip to Quebec gave James Cahan his first immersive experience into a different language and culture, and he hasn't stopped since—traveling the world, exploring educational philosophies and practices, and laying the foundation for his new career journey.



James Cahan

visiting their native countries and communities.

Cahan, M.A. '22, spent a month in Guatemala last summer as a participant in "Guatemala for Educators," a Fulbright-Hays study-abroad program, working on a pilot project with 14 Rhode Island teachers, researching ways that educators can better serve their students by

American classroom and inform other educators to create awareness and understanding of culturally and linguistically diverse students.

As part of the immersive experience, Cahan lived in the rural region surrounding San Martín Sacatepéquez, collaborated with local schools to observe teaching practices and spent time with host families to learn local customs, attending "charlas" (talks) about life on coffee farms, the country's political landscape, and experiences from the Guatemalan civil war.

"Being immersed in Guatemalan life was a powerful, profound experience," he said. "Every day was a new discovery."

With more than 20 different Mayan-derived languages spoken in the communities, Cahan drew parallels in the ways that Guatemalans and multicultural Rhode Islanders try to keep the language and traditions present in their lifestyles.

"This makes an imprint on a language teacher," he said.

Cahan said that there is no one blanket method for meeting the needs of diverse students, but learning more about their cultures is a good start to eliminating the deficit mindset—the tendency to assume that students from disadvantaged or marginalized circumstances struggle in school because of their language or backgrounds—that exists among students for whom English is their second language.

After earning his doctorate, Cahan hopes to work in higher education, creating professional development opportunities for bilingual/dual-language teachers and become an advocate and collaborator in the multicultural educational arena.

"My hope is that immersive learning experiences abroad become an accessible option for future generations of teachers and students."

The Fulbright-Hays Group Projects Abroad Program provides grants to support overseas projects in training, research, and curriculum development in modern foreign languages and area studies for teachers, students, and faculty engaged in a common endeavor.

'Being immersed in Guatemalan life was a powerful, profound experience. Every day was a new discovery.'

—James Cahan, M.A. '22

"I hope to use this trip and this research as a way to continue to advocate for wider access to such enriching programs for pre-service and practicing educators," Cahan said.

A Ph.D. in education student, who also holds a master's degree in teaching English to speakers of other languages and bilingual dual-language immersion from URI, Cahan professes the value of intercultural education to better serve our diverse population of students in the state.

Rhode Island has the highest percentage of Guatemalan population in the U.S. at 2.56 percent. Cahan plans to build a skill set that will meet the needs of these students who are adapting to the



FACULTY AND STAFF

Dynamic Educators, Preparing Tomorrow's Leaders

Awards

Top 2 Percent

Coiro Named One of Stanford's Leading Scientists Worldwide

Julie Coiro, professor of literacy education at the University of Rhode Island, has earned a coveted spot on the list of Stanford University's Top 2% Scientists, which identifies the world's leading researchers, representing about 2 percent of all

scientists worldwide who are making significant impacts in their respective fields.

Coiro, an internationally known scholar, conducts research in online reading comprehension, collaborative inquiry, and the design of digital assessment spaces, as well as effective practices for digital inquiry, technology integration, and professional learning.



Julie Coiro

The director of URI's graduate certificate program in digital literacy, she has worked closely with more than 1,000 educators from around the world to support their understanding of digital inquiry at URI's Summer Institute in Digital Literacy for the past 11 years. She also serves as a docent in education at the University of Jyväskylä in Finland with a focus on teaching and learning in digital environments.

Coiro has received several awards for her work, including the Early Career Achievement Award (2011) from the Literacy Research Association; the Early Career Faculty Research Award in Social Science, Arts, and Humanities (2011) and the Outstanding Scholarship Award (2012) from the University of Rhode Island; the Erwin Zolt Digital Literacy Game Changer Award (2019) from the International Literacy Association; and the Divergent Award for Excellence in Literacy in a Digital Age Research (2023) from the Initiative for Literacy in a Digital Age.

Faculty Receive Awards for Excellence in Literacy, Scholarship, and More

Julie Coiro, Divergent Award for Excellence in Literacy in a Digital Age, Initiative for Literacy in a Digital Age, June 2023.

Iñaki Pérez-Ibáñez, URI's American Association of University Professors Early Career Solidarity Award, May 2023.

Kayon Murray-Johnson, the 2023 Carlos J. Vallejo Memorial Award for Emerging Scholarship, April 2023.

Susan Trostle Brand, Kappa Delta Pi Education Honor Society Outstanding Chapter Counselor Award. Presented at KDP Initiation by Iota Sigma Chapter president, April 2023.

Lazaro Camacho Jr., National Association of Student Personnel Administrators, Student Affairs Administrators in Higher Education, Emerging Faculty Leadership Academy 2022–2023.

Emily D. Clapham, Fenway Wasabi Honor Roll recipient, December 2022.

Rossignol Named Demers Foreign Language Fellow

Colleen Rossignol, coordinator of global education and partnerships and master's student in international relations, was named a 2023 Beatrice S. Demers Foreign Language Fellow by the Rhode Island Foundation. Rossignol was awarded \$6,000 to study French in France last summer, which will support her job function as the global education and partnerships specialist. The Demers Foreign Language Fellowship was established and administered by the Rhode Island Foundation to support Rhode Island residents or college students devoted to foreign language study.

Welcome New Faculty and Staff



Amy Broemmel

Associate Dean of Teacher Education

Amy Broemmel, a professor of teacher education with a focus on elementary and literacy education, is the new associate dean of teacher education for the Feinstein College of

Education. She earned her Ph.D. in curriculum and instruction, with an emphasis on literacy and language learning, at Southern Illinois University at Carbondale. Her research centers preservice and in-service teacher voices, primarily related to their own learning and development.

Broemmel worked at Eastern Illinois University and the University of Wisconsin—La Crosse, before spending more than 20 years at the University of Tennessee, Knoxville, where she led a cohort of graduate teaching interns.



Daniel Kelley

Associate Professor of Educational Leadership and Policy

Daniel Kelley has joined the Feinstein College of Education as an associate professor of educational leadership and policy. Before URI, he

served as principal of Smithfield High School for 17 years, was president and a board member of the National Association of Secondary School Principals, and was a math, science, and special services teacher in Rhode Island, Michigan, and Ohio. He works as a coach and consultant for the R.I. Association of School Principals and is also on the R.I. Instructional Leadership Academy board.

He earned a Master of Educational Leadership and Administration at Providence College, a certificate of advanced graduate study from Northeastern University, and a Bachelor of Elementary Education from Bowling Green State University. In 2012, Kelley was named Rhode Island's High School Principal of the Year by the National Association of Secondary School Principals.



Adam Moore

Associate Professor, Special Education, and Coordinator, Special Education Graduate Programs

Welcome to Adam Moore, an associate professor in special education and coordinator of special education

graduate programs. Before joining URI, Moore was a national board-certified special education teacher in the Boston public schools. As a national leader in the Teacher Education Division of the Council for Exceptional Children (CEC), Moore has worked to support teacher educators in special education programs. Spanning over 19 years in the field, his area of expertise includes special education teacher preparation program design, accreditation, and program improvement.

He currently serves as one of seven national experts on the CEC Accreditation Commission, a member of the CEC Student Teacher Support Network working group, and a member of the Rhode Island CEEDAR Center Collaborative. His research focuses on inclusive education, family-centered partnerships in special education, the experiences of college students with disabilities, and social justice in teacher preparation. He earned a Ph.D. from URI, an M.Ed. from University of Massachusetts Boston, and a B.A. from Manchester University.



Mariam Mostafa

Coordinator, Office of English Language Programs

Mariam Mostafa is the new coordinator for the Feinstein College of Education's Office of English Language Programs. She has taught English as a second

language and English for academic purposes in Egypt and the United States.

Over the past five years, she has focused on administrative roles, with an emphasis on working with international students. Previously, she taught at three Egyptian universities—the German University in Cairo, the American University in Cairo, and Cairo University—and held various administrative positions at the University of Arkansas, including the Office of International Students and Scholars, Spring International Language Center, the Occupational Therapy Department, and the Higher Education program in the Feinstein College of Education and Health Professions.

She earned a Ph.D. in higher education administration from the University of Arkansas, an M.A. in teaching English to speakers of other languages from the American University in Cairo, and a B.A. in English language and literature from Cairo University.

By the Book

Service Learning in Graduate Programs

Book by Professor, Ph.D. Graduate Covers Critical Topics

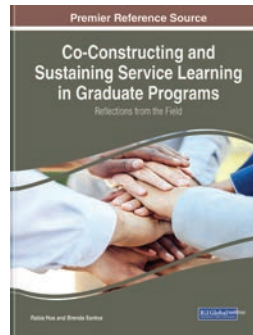


Rabia Hos

Rabia Hos and Ph.D. program graduate Brenda Santos '23 captured the experiences of doctoral students who participated in socially just and sustainable service-learning projects, showcasing

The Feinstein College of Education practices a multitiered approach to service learning and experiential education through community involvement and scholarship within the field, where student experiences are supported by reflection, critical analysis, and synthesis.

In their book, *Co-Constructing and Sustaining Service Learning in Graduate Programs: Reflections from the Field*, faculty member



instructors, and students.

Additionally, the book illustrates what service-learning should look like in higher education settings, given the inequities that exist in the field of education.

"This book project was an important learning experience for me and other members of my Ph.D. class. We not only conducted service-learning projects in the fields where we intended to contribute as scholars and practitioners, but we also wrote about those experiences and shared that new knowledge with the field," said Brenda Santos, research director at the Annenberg Institute at Brown University.

The Feinstein College of Education's scholarship through service goes beyond the focus of individual development, opting instead for a more engaged civic understanding and lasting social change.

their reflections on community-engaged service learning and scholarship.

The book covers such critical topics as online learning, academic identity, and sustainable learning, to provide an ideal reference for administrators, policy-makers, researchers, scholars, practitioners,

Spotlight

At 99, Former Education Professor Still Remembers

Del Santo Witnessed Changing Times During URI Career

Frank Del Santo still remembers that day in 1966 when Martin Luther King Jr. visited URI's Kingston Campus to deliver an inspiring speech on race relations to a capacity crowd of 5,000 at Keaney Gymnasium.

He recalls when President Lyndon Johnson received an honorary Doctor of Civil Law degree later that year, and he remembers when URI students held a march on the Quad after four Kent State students—protesting the Vietnam War, the National Guard presence on campus, and the draft—were shot and killed by the National Guard.

He remembers the ROTC band practicing in the armory located in Tootell every Monday and Agnes Doody—emerita professor of speech communications—driving her Mercedes-Benz around campus like a celebrity.

Del Santo, an emeritus professor of health, physical education, and sports medicine, who taught from 1964 to 1990, turned 99 on Feb. 3. To this day, he remembers in great detail his URI students and colleagues, the achievements and challenges of several university presidents, major campus events, and the expansion of the campus throughout his decadeslong tenure.

Del Santo was teaching at Hugh B. Bain Middle School in Cranston, R.I., mentoring teacher education students from URI, when professors reviewing the teacher candidates' classroom abilities were so impressed with Del Santo's training methods and guidance that they urged him to join the URI faculty.

President John F. Kennedy's Physical Fitness Challenge was in full force in schools around the country, so Del Santo's expertise was right in line with the times. URI's physical education program also began to grow, especially with the addition of a master's program.

In the late 1960s, first-year and sophomore students were required to take two years of physical education as part of their degree



programs. "Every Monday, I would bring about 300 kids to the Quonset Point pool for a swimming test, because there was no pool on campus yet," Del Santo said.

Del Santo witnessed substantial growth to the campus and the student population throughout his years, especially an increasing number of out-of-state students, the addition of more dorms, and—thanks to the Talent Development program established in 1968 and the enactment of Title IX as part of the Education Amendments of 1972—a more diverse student population on campus.

Del Santo retired in 1990 when the state offered a retirement package to longtime, qualifying state employees.

Now a widower with children living out of state, Del Santo still lives in the home he and his brother built in 1954 and maintains an active lifestyle, exercising regularly, staying in touch with friends, and following his favorite New England sports teams.

And every now and then, he returns to campus, where the memories of his past live again.

Faculty Serve as Editors, Board Members, Advisors to Variety of Publications

- **Pete Adamy:** editorial board, *Contemporary Issues in Technology in Teacher Education*.
- **Susan Trostle Brand:** editor, *The International Journal of the Whole Child*, Elementary Education Division.
- **Lazaro Camacho Jr.:** editorial board, *Journal of Student Affairs Research and Practice*.
- **Terry Deeney:** editorial review board, *The Reading Teacher*.
- **Rabia Hos:** editor-in-chief, *European Journal of English Language Studies*; co-editor-in-chief, *European Journal of Educational Research*; senior editor, *Middle Eastern Journal of Research in Education and Social Sciences*, 2020–present; editorial boards for the *Journal of Language, Identity, and Education*, *International Educational Studies journal*, and *TESOL International Journal*.
- **Kayon Murray-Johnson:** editorial board, *Studies in the Education of Adults*; *Journal of Continuing Higher Education*; and special issue guest editor, *Dialogues in Social Justice: An Adult Education Journal*.
- **Kathy Peno:** editorial board, *Adult Higher Education Alliance Book Series*; *Adult Education Quarterly*; *Journal of Transformative Education*; *International Journal of Adult Education and Technology*; editorial review board, *International Journal of Self-Directed Learning*; editor, *Adult Higher Education Alliance Book Series*.
- **Frank Romanelli:** peer reviewer, *Journal of Media Literacy*.
- **Sara Sweetman:** credited educational advisor: *Molly of Denali*, *Sesame Street*, and *Elinor Wonders Why*.
- **M. Shane Tutwiler:** editor-in-chief, *Educational Innovations and Emerging Technologies*; and editorial board, *Educational Psychology: An International Journal of Experimental Educational Psychology*.
- **Annemarie Vaccaro:** editorial board, *Autonomy and Responsibility*, *Journal of Educational Sciences*.
- **Furong Xu:** editorial board, *The Journal of Nutrition in Gerontology and Geriatrics*.



ALUMNI

Representing College's Tradition of Excellence

From URI to Federal Special Agent and Back

**Matt Wardle '95, M.S. '23, Completes Missing
Link To Earn Master's Degree**

Matt Wardle was one class short of earning his master's degree in 1997 when he was offered a job at Boston University, which launched his career into the federal government as a special agent in the Technology Crimes Division for the U.S. Department of Education, the Office of the Inspector General, and the FBI's cybercrime task force.

Fast-forward 25 years and that one remaining class became an independent study project under the tutelage of associate dean Annemarie Vaccaro to fulfill the degree requirement, allowing him to earn a master's degree in college student personnel in December 2023.

"I always regretted not finishing," Wardle said. "Every time I wanted to finish up those three credits, something else came up."

Both of Wardle's parents were teachers and adamant about him earning an advanced degree, but the interruption in his education was the stuff that TV crime shows are made of.

While working as assistant director of financial aid at Boston University, Wardle was recruited to work for the direct loan program for the U.S. Department of Education when federal agents took note of his extensive knowledge and recruited him to train in computer forensics with the FBI cybercrime task force at the Federal Law Enforcement Training Centers in Georgia.

Wardle's trajectory into the financial aid field began as a grad assistant in the URI financial aid office. His skills in computer forensics took root even earlier when he built his own computers in high school.

"One thing I kept coming back to was my background in higher education," he said.

Most federal agencies have an oversight division called the Office of Inspector General (OIG), whose primary responsibility is to prevent fraud, waste, and abuse in that agency. The OIG for the Department of Education does what the Naval Criminal Investigative Service (NCIS) does for the Navy, Wardle said.



**The interruption in
Wardle's education
was the stuff that
TV crime shows
are made of.**

"They share similar responsibilities, although, admittedly, NCIS is way cooler," he said, referencing the popular television crime show.

Wardle, whose URI undergraduate degree was in communications, said the skills he learned from that degree were especially helpful when he had to give testimony in a courtroom.

"The ability to communicate complex computer and technical information to judges and juries was very important in my work" he said.

At a dinner party with friends, Wardle casually mentioned that he never finished his master's degree and was only three credits short. One of the guests at the party was someone who worked at Salem State University, who then connected Wardle with Vaccaro.

"When I learned that all Matt needed was one course, I was eager to work collaboratively with the Graduate School to help him achieve his master's degree," said Vaccaro.

Together, they developed a plan for an independent study project and thesis based on his work in the U.S. Department of Education and working as a task force officer on the FBI Cyber Crime Task Force, so he could earn those last three credits.

Returning to college after a quarter-century, Wardle said, was something that he'd anticipated for a long time and proved to be "leaps forward in the technical component," with so many advances in technology and resources for students, professors, and administrators.

Now retired from the federal government, Wardle works as a compliance agent investigator for the Massachusetts Peace Officer Standards and Training Commission, established as part of the criminal justice reform legislation to improve policing and enhance public confidence in law enforcement.

"Everything about my life today is a direct result of URI," he said.



Reading Specialist Earns Top Prize

Leddy Named 2023 Milken Award Winner

Paige Leddy '07, M.A. '21, learned she was a 2023 national Milken Educator Award recipient at a surprise all-school assembly of students, colleagues, and dignitaries at Richmond Elementary School in Rhode Island, where she is a K–4 reading specialist.

Jane Foley, senior vice president of the Milken Educator Awards, announced the honor, naming Leddy as Rhode Island's Milken Educator Award winner, at the Oct. 10, 2023, event.

'Reading opens doors to knowledge and opportunity, and Richmond Elementary School is fortunate to have Paige Leddy as its guide.'

*—Jane Foley, Senior Vice President,
Milken Educator Awards*

Chosen for her outstanding impact in the field of education, the award comes with an unrestricted \$25,000 cash prize.

Leddy served nearly a decade as a leader among second-grade teachers before taking on a role as a reading specialist and implementing the Science of Reading program, a revamped way of teaching to enhance student literacy.

"Reading is so important for all children to succeed in life," Leddy said. "It is really important for us to reach them now and reach them early."

She said the school district has made a major push for an enhanced reading program, deepening

everyone's understanding of how to teach reading and how students learn to read.

"Reading opens doors to knowledge and opportunity, and Richmond Elementary School is fortunate to have Paige Leddy as its guide," said Foley, who is a 1994 Indiana Milken Educator. "Paige's dedication to the effective implementation of high-quality curricula, sharing best practices, and leading with a growth mindset have propelled students and colleagues alike to excellence. I am honored to welcome Paige to the Milken Educator Award family and look forward to the expertise she will bring to our national network."

Often hailed as the "Oscars of Teaching," the Milken Educator Awards were created in 1987 by philanthropist and education visionary Lowell Milken to represent the nation's preeminent teacher recognition program, empowering recipients to "celebrate, elevate, and activate" the K–12 profession and inspire students to pursue teaching careers.

Leddy earned a bachelor's degree in elementary education and psychology in 2007, a master's in reading in 2021, and a graduate's certificate in dyslexia knowledge and practice programs from the University of Rhode Island.

Leddy is among the 75 exceptional educators honored nationally this year.

Along with the financial prize, recipients will join the national Milken Educator Network, a growing group of professionals across diverse disciplines and roles, working to shape the future of education.

uri.edu/education



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Big Ideas. Bold Plans.

The Campaign for the
University of Rhode Island

How to give:

Gifts to the University of Rhode Island should be made payable to the URI Foundation & Alumni Engagement and can be made online at **urifoundation.org/giveonline**.