



AAQEP Initial Programs Annual Report for 2023

Provider/Program Name:	University of Rhode Island Initial Programs (Early Childhood PK-2, Elementary 1-6, Secondary 7-12 [English, mathematics, sciences, social studies], World Languages PK-12, Health and Physical Education PK-12, Music Education PK-12, School Library Media PK-12
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Alan Shawn Feinstein College of Education Mission

As is the duty of any College within a public research university, the Alan Shawn Feinstein College of Education designs learning opportunities for individuals to construct knowledge, skills, abilities, and aptitudes that inspire lifelong learning, innovative leadership, and community service.

Alan Shawn Feinstein College of Education Vision

The Alan Shawn Feinstein College of Education will prepare individuals who are locally engaged, nationally respected, and globally involved in the work of educational, organizational, and economic justice.

College of Education 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.

Initial Programs Offered

Initial certification is offered at both the undergraduate and graduate levels. At the undergraduate level, candidates pursue degrees in Early Childhood Education, Elementary Education, Secondary Education (English/Language Arts, Mathematics, Science, and Social Studies/History), World Languages PK-12, Music Education PK-12, and Physical/Health Education PK-12. Initial certification is also offered at the graduate level in the above areas, for those who already have a baccalaureate degree in relevant fields. These represent our MA/TCP (Master's with Teacher Certification) programs, with the exception of the Early Childhood program, which leads to certification and not a master's degree. The Music MA/TCP leads to a Master's of Music rather than a Master of Education degree. These candidates complete the same licensure requirements as the undergraduates, and have the option to complete the MA during and/or after the licensure requirements.

Certification for School Library Media Specialist (initial license) is offered at the graduate level.

Rhode Island State Program Approval

All programs are fully approved by the Rhode Island Department of Education (RIDE). The last full continuing approval visit (PREP-RI) from RIDE was in Spring 2017. Approval was granted through 2023, and extended through 2025, due to the COVID pandemic. The next scheduled PREP-RI program approval visit from RIDE is scheduled for Spring 2025 for all initial and advanced teacher licensure programs.

AAQEP National Recognition

All programs were nationally recognized by their Specialized Professional Associations (SPAs) and nationally accredited by NCATE in 2015, lasting through 2022. The College faculty voted to transition to AAQEP. All programs earned the full seven year national recognition from AAQEP in 2022, lasting through 2029.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://web.uri.edu/education/about/>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 05/23)	Number of Completers in most recently completed academic year (12 months ending 05/23)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Science in Early Childhood Education	Early Childhood Education Teacher (PK-2)	77	13
Early Childhood Teacher Certification Program (TCP) (Initial license for candidates with a Bachelors)	Early Childhood Education Teacher (PK-2)	6	1
Bachelor of Arts in Elementary Education	Elementary Education Teacher (1-6)	348	82
Master’s in Education with Teacher Certification Program (MA/TCP) (Initial license for candidates with a Bachelors)	Elementary Education Teacher (1-6)	15	7

Bachelor of Arts in Secondary Education	Secondary Education Teacher Grades 7-12 – Biology – General Science – English – Social Studies – Mathematic – Undeclared Content Area (TBD)	14 1 23 33 19 61	3 1 6 11 5 N/A
Master's in Education with Teacher Certification Program (MA/TCP) (Initial license for candidates with a Bachelor's)	Secondary Education Teacher Grades 7-12 – Biology – General Science – English – Social Studies – Mathematics	2 1 2 8 2	1 1 0 3 1
Bachelor of Arts in World Languages Education	All Grades World Languages Teacher PK-12 – French – German – Italian – Latin – Spanish – Russian – Mandarin/Chinese	2 0 1 0 2 0 2	0 0 0 0 0 0 0
Master's in Education with Teacher Certification Program (MA/TCP) (Initial license for candidates with a Bachelor's)	All Grades World Languages Teacher PK-12 – French – German – Italian – Latin – Spanish – Russian – Mandarin/Chinese	0 0 0 0 0 0 0	0 0 0 0 0 0 0
BS in Health and Physical Education PK-12	All Grades Health Education Teacher PK-12 All Grades Physical Education Teacher PK-12	61 61	9 9
Master's in Education with Teacher Certification Program (MA/TCP) (Initial license for candidates with a Bachelor's)	All Grades Health Education Teacher PK-12 All Grades Physical Education Teacher PK-12	10 10	3 3

Bachelor of Arts in Music Education (BOM)	All Grades Music Teacher PK-12	16	6
Master of Library and Information Studies (School Library Media) (initial program)	School Library Media Specialist PK-12	18	18
Total for programs that lead to initial credentials		795	183
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
*See Advanced Annual Report	N/A	N/A	N/A
Total for programs that lead to additional/advanced credentials		N/A	N/A
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
N/A	N/A	N/A	N/A
Total for additional programs		N/A	N/A
TOTAL enrollment and productivity for all programs		795	183
Unduplicated total of all program candidates and completers		723	170

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

The College did not add or discontinue any initial programs within the past year.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.

Initial Programs Unduplicated Total Enrollment: 723

B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above **but only once here**.

Initial Programs Total Number of Unique Completers: 170

C. Number of recommendations for certificate, license, or endorsement included in Table 1.

Initial Programs Total Number of Initial License Recommendations: 183

D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

Our undergraduate programs have a typical time to completion of four years from admission into the University. Candidates normally begin taking professional courses for their education major during their junior year, and follow a four semester (two year) sequence, culminating in student teaching the fourth and final semester.

Student teaching residency is being piloted in 2024-2025, and programs have adjusted their curriculum to assure candidates still graduate within the expected four year timeframe. On average, over 90 percent of our undergraduate candidates complete within the four year time period with the exception of some candidates adding special education to elementary, which requires an additional semester of student teaching.

For the MA/TCP, initial program candidates on average take two years, or four academic semesters, to complete the certification portion of the program. If candidates pursue the completion of the MA, the time frame typically extends beyond the two years, as additional graduate coursework is required.

The School Library Media program has changed to an accelerated seven-week semester, completely asynchronous online program, with candidates typically taking 1.5 years to complete.

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

PRAXIS II Test results taken in Rhode Island & other state required certification exams

Initial Program	Number Passed/ Number Attempted	Pass Rate
Early Childhood Education	12/14	86%
Elementary Education	50/77	65%
Secondary Biology/General Science	5/5	100%
Secondary English	2/6	33%
Secondary Social Studies	12/14	86%
Secondary Mathematics	6/6	100%
World Languages	N/A	N/A
Health and Physical Education	6/7	86%
Music Education	5/5	100%
School Library Media	9/9	100%

In an effort to reduce the systemically racist barriers created by state licensure testing, COEDU faculty voted in April 2022 to no longer require the passing of the PRAXIS II content test for movement to student teaching and/or program completion. The new policy requires candidates to take a licensure test required for their certification area in the state in which they are seeking licensure no later than fall of their senior year. Faculty advisors provide test taking and content guidance for students who have not passed, typically referring students to the Curriculum Materials Library, which houses test-preparation support materials, particularly those aligned with the Praxis II tests.

During the 2022-2023 completer cohort year, 84% of candidates (n=170) took a licensure test; the majority (n=134) took the Praxis II exam affiliated with their content area and others (n=9) took a certification test from another state. Seventy-five percent (n=107) of students who took a state certification test passed the exam. Pass rates, above, vary by program.

We now consistently monitor candidate adherence to our testing policy. Program faculty supported teacher candidates who did not pass a licensure test, providing guidance for preparing for the test. Many candidates cited financial issues and planned to take the test over the winter break. Another compliance check will be run prior to candidates' return to campus in January. Candidates who have not taken a licensure test will meet with the Associate Dean to establish a plan for taking a licensure test prior to program completion. These conversations will be used to inform support given to future teacher candidates in need of additional support with licensure testing.

Since a passing exam score is not required per COEDU policy, some programs have implemented alternative content measures at program exit. These additional measures will be in place beginning with the 2024-2025 academic year with data collection in place for the 2025 completer cohort.

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

The College of Education surveys the program completers at two points: immediately following the end of the program and two years after graduation. The response rates vary, but are very high for the end of program survey (>95%), as the assessment system embeds this survey into the seminar as a "Meets/Does Not Meet" course requirement. This survey also asks candidates for a permanent email, so the outcomes assessment office can reach out again in two years with a completer 2 year out follow-up survey. That survey generally has a response rate between 20-30%.

In 2021, all the initial programs exit surveys and two year follow up surveys were amended to include questions directly pertaining to AAQEP aspects 2a-2f, and 3a/b. These questions include:

1. How well prepared were you to engage with community agencies to support families/guardians/caregivers and students? (AAQEP Aspect 2A)
2. How often were you given the opportunity to engage in reflective practice about engaging with families/guardians/caretakers of culturally diverse or developmentally atypical diverse learners?(AAQEP Aspect 2A)
3. How well prepared were you to understand the educational and developmental needs of diverse learners? (AAQEP Aspect 2B)

4. How well prepared were you to design and engage in culturally responsive educational practices with diverse learners in diverse community contexts? (AAQEP Aspect 2B)
5. How well prepared were you to use professional strategies to create productive learning environments in a variety of school contexts?(AAQEP Aspect 2C)
6. How well prepared were you to utilize (incorporate) technology to create a productive learning environment?(AAQEP Aspect 2C)
7. How well prepared were you to engage and support learners in developing worldwide perspectives that differed from their own community?(AAQEP Aspect 2D)
8. How well prepared were you to engage and support learners' own worldwide perspectives? (AAQEP Aspect 2D)
9. How well prepared were you to engage in professional goal setting and reflective practice? (AAQEP Aspect 2E)
10. How well prepared were you to continue your own professional growth? (AAQEP Aspect 2E)
11. How often were you given the opportunity to engage with other students to support each other's professional learning? (AAQEP Aspect 2F)
12. How often did the curriculum set clear expectations that were aligned to state and national standards?(AAQEP Aspect 3A)
13. How often did the program implement quality field experiences?(AAQEP Aspect 3B)

For questions relating to Aspect 2, a likert 1-5 scale was used as follows: 1 = Not Prepared, 2 = Somewhat Prepared, 3 = Neutral, 4 = Well Prepared and 5 = Exceptionally Prepared.

Program Exit Survey

Results connect directly to the AAQEP aspects 2A through 3A/B were as follows (N=166):

Areas of strength were evident in Aspects 2C (Mean: 4.05), Aspect 2E (Mean: 4.20), and Aspect 2F (Mean 4.11). Areas for strengthening include Aspects 2A (Mean: 3.33) and Aspect 2D (Mean: 3.88). This was anticipated, given the content of questions 1 and 2 deal with engagement of community and opportunities to engage in reflective practice regarding diverse or developmentally atypical diverse learners. These areas are often influenced by district, school and leadership policies, as well as the relationship between the student teacher and the clinical educator. They are also areas that normally require some experience in the field as a practicing teacher of record to fully master.

For questions relating to Aspect 3A/B a likert 1-5 scale was used as follows: 1 = Never, 2 = Not Often, 3 = Regularly, 4 = Very Often and 5 = Systematically and Throughout the Curriculum. The Mean for questions 12 and 13 relating to aspects 3A/B was 4.02/5.

For the most recent completer cohort (Spring 2023; n= 166) a few other notable data points emerged:

- Over 60% of candidates felt the students and placements they worked in were very diverse.
- Over 96% felt their cooperating teacher(s) or site mentor(s) were effective or highly effective.
- Over 92% felt well prepared to adapt their professional practice in the future as needed.
- Over 92% felt that their understanding of their professional standards improved as a result of the program.

Areas for consideration and recent College actions included the following:

- 59% felt adequately or well prepared for the content area exams. The College has added many test preparation resources to the Curriculum Materials Library (CML). These include print materials and subscriptions to electronic study guides and practice tests. The CML also created an online guide to taking the Praxis, which includes links to available test preparation resources, information on a free test preparation course and testing vouchers offered by the Rhode Island Department of Education (RIDE), advice to overcome testing anxiety and information on test registration. In addition to this general guide, the CML also created individual resource lists for each specific Praxis test taken by our teacher candidates. The CML created a shared Google drive for Secondary candidates, which compiled resources for their specific test in one location, and held sessions with these teacher candidates to orient them to the Gdrive and available materials.
- 63.25% felt adequately or well prepared for the state pedagogical licensure exams with 36.75% feeling slightly or somewhat prepared. The Rhode Island department of education has since removed the pedagogical exam requirement for Rhode Island certification and our candidates are no longer required to take this exam as part of their program or for Rhode Island certification.
- The College has had a concerted effort to strengthen advising throughout the program. Even though 82% felt the advising was either effective or highly effective, 18% felt it was ineffective or moderately effective. The COEDU has since hired an additional full time student advisor for the College.
- Other areas for consideration are connected to lack of resources, as candidates measured curricular resources (85%), classroom technology (85%), facilities (buildings, room space, furniture etc) (76%) and number of faculty to develop the program (85%) as either adequate or outstanding. The COEDU currently does not have a dedicated building for the College as well as areas for candidates to collaborate. The Dean continues to advocate for these kinds of spaces within the larger university context.

Completer 2 year follow-up survey

When looking at our 2 year out follow-up survey, of the responses received from the 2021 graduates, surveyed in the summer of 2023, some key findings indicated the following:

- Approximately 80% of respondents were in the field of teaching and hired full time.
- Of those teaching in the field of education, 60% were employed in Rhode Island and 40% were employed outside of RI. This is in parallel with our ratio of in-state versus out of state candidate enrollment.
- Most candidates felt well prepared or exceptionally prepared to implement the Rhode Island Professional Teacher standards in their own classroom.

Relating directly to the questions pertaining AAQEP aspects 2A through 3AB:

- Candidates felt prepared and confident in the areas of knowledge of subject matter, creating productive learning environments, organization and selection of instructional materials, establishing their own professional growth and collaborating with colleagues.
- Areas to consider strengthening are understanding how to analyze and interpret assessment data, designing tools that are valid and reliable, fostering relationships with families of developmental atypical learners, and supporting students' growth in global and international perspectives.

Some of the qualitative feedback provided by programs completers after 2 years includes:

- “This program is very comprehensive and prepares educators to meet the needs of culturally and linguistically diverse students.”
- “Offer more courses that exclusively addresses issues, needs, and strategies for working with dually identified students (MLL/IEP)”
- “URI teacher Ed program prepared me well for the real world of education. I have been an employed high school science teacher since graduation. There needs to be a larger focus on incorporating cultural needs of students in the classroom.”
- “Give students the opportunity to network with systems. Time at a school is the main way to instill a career. Keep students in one school and allow them to develop relationships with their colleagues so they can have a great chance of staying with those employers when they graduate. Seniority is the primary factor of job security in teaching.”

- “Make anti-bias and anti-racist training a required class for all educators. Have a person of color teaching the class.”

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Between 2017-2020, an electronic survey was sent to employers of URI program completers who had been teaching in the field for at least two years. Employers’ satisfaction with URI’s teachers’ preparation was assessed. The electronic survey contained likert-scale questions with scaled responses specific to each question. Two additional, open-ended questions were also included.

In 2020-2021, survey questions were reformatted to align with the six aspects of AAQEP’s Standard 2 Completer Professional Competence and Growth and the surveys were re-sent to the 2018-2020 completers working in the field. The employer survey consists of 12 questions with scaled responses as follows: 1= Not at all prepared in this skill, 2 = Poorly prepared in this skill, 3 = Undecided, 4 = Adequately prepared in this skill and 5 = Well-prepared in this skill. Responses were tallied to report percentages, average, median, mode, and standard deviation.

The questions are as follows:

1. How often has the teacher demonstrated an ability to impact student learning in a positive way?
2. How effectively has the teacher used technology to impact student learning in the classroom?
3. How well prepared is the teacher to create productive learning environments?
4. How well prepared is the teacher to knowledgeably engage with families/guardians/caretakers of diverse learners?
5. How would you rate the teacher's level of content knowledge in his/her discipline?
6. How would you rate the teacher's knowledge and implementation of current teaching methods and best practices?
7. How would you rate the teacher's ability to understand and assess student learning outcomes?
8. How often does the teacher engage in culturally responsive teaching practice?
9. How often does the teacher establish goals for their own professional learning?
10. To what degree does the teacher support students' growth in global and international perspectives?
11. How often does the teacher demonstrate appropriate dispositions for a highly effective educator?
12. How effectively does the teacher collaborate with colleagues to support professional learning?
13. Open ended: Are there any additional comments for this teacher?
14. Open ended: Is there anything you would recommend for our faculty to consider when designing program instruction and delivery?

The Outcomes Assessment Office distributes employer surveys every three years to school principals of recent hires from our teacher education programs, as designated by RIDE on their Ed-Prep portal. The COEDU had 24 responses from the initial programs for the time period of 2023. The strongest areas overall were questions 1, 2, 3 and 5, with the strongest being in the area of how well prepared teachers are to create productive learning environments. Aggregate means of 4.42/4, 4.38/5, 4.46/5 and 4.29/5 were reported, respectively. Teachers were strong in areas of creating effective learning environments and their level of content knowledge in the field.

Areas for consideration are identified in questions 7, 8 and 10, with aggregate means of 3.96/5, 3.96/5 and 3.29/5. This is not a surprise to the program faculty, as these areas involve tasks often difficult to master for a beginning teacher in their first few years of teaching: engagement with families of diverse learners, ability to understand and assess student learning outcomes, and engaging in culturally responsive teaching practices.

During the fall of 2023, the College distributed employer surveys to school principals for 81 recently employed alumni in Rhode Island schools from completer cohorts AY 2021 through AY2023.

Employer surveys from this most recent cohort are coming in with similar preliminary results to the 2018-2020 distribution, although response rates are still low (N= 9). Strengths continue to be evident on questions 1, 3 and 5, with aggregate means of 4.33/5, 4.33/5, and 4.22/5, respectively. Questions 7 and 10 continue to be areas to consider strengthening in the curriculum with an aggregate mean of 3.67/5 and 3.44/5. Question 8 slightly improved from 3.96/5 (2020) to a 4.0/5 (2023) with this most recent distribution, although the sample size is still small.

Qualitative comments on strengths include:

- “Ms. X’s professionalism shines daily. She is an incredible educator and knows how to differentiate and adapt instruction for all of our students.”
- “Coming to a new district during a Pandemic year and being successful shows the dedication and commitment that Ms. X has for her craft. She engaged students in all of her classes and instantly connected with her students.”
- “Mr. X is a dependable, knowledgeable, and enthusiastic educator who always gives his best to student learning.”
- “Collaborative, knowledgeable, friendly, caring. A great addition to our team!”
- “Ms. X is a great addition to the faculty. She spent her first year as a building based substitute which made her transition into her own classroom seamless.”

Qualitative comments on areas to consider include:

- “More focus on classroom management.” (This was repeated four times in 2018-2023 distributions)
- “Teach more differentiation within the content. Examining grade level appropriate strategies for instruction, including how tasks look and are scaffolded. Timely responses to critique and successes.”
- “Strategies to balance classroom diversity, special education needs, racial and economic needs.”
- “Content in the teaching of literacy needs to be better focused on the science of reading. With the Right to Read Act and the amount of time school districts and RIDE are spending focusing on professional development in regards to the science of reading, we need the universities’ help in preparing our new educators to teach reading explicitly and systematically.”
- “More focus on the requirements of state observation, ECERS, Teaching Strategies Gold.”

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.

The program investigates employment rates for program completers primarily using the Rhode Island Department of Education (RIDE) Educator Preparation (ED-Prep) Index data, which tracks data such as total completers, total completers certified in RI, and those employed in Rhode Island public schools. It does not track those hired in private schools, those who seek employment outside of RI, or those who leave the field of teaching altogether.

ED-Prep also tracks data on gender and race of completers, if available, and in what areas our program completers are certified. Hiring and retention data is available for those hired in 2019 through 2021 and the certification areas and local districts in which our program completers are employed.

The final data point ED-Prep provides is data on the teacher effectiveness of our program completers from when they are first evaluated as a practicing teacher by their district. This data, however, is not disaggregated by program or personally identifiable. Data for the most recent completer cohorts (2023) is not yet available in the ED-Prep RI database.

Using the current Rhode Island Department of Education (RIDE) Educator Preparation Index data available for 2019-2020, 131 of the 141 (93%) program completers attained certification in Rhode Island, and of those, 59 (45%) were employed in Rhode Island schools in academic year 2021-2022. For the 2020-2021 completers, 134 of 156 (86%) attained certification in Rhode Island, and of those, 67 (50%) were employed in Rhode Island schools in academic year

2021-2022. For the 2021-2022 completers, 137 of 168 (82%) attained certification in Rhode Island, and of those, 56 (41%) were employed in Rhode Island Schools in academic year 2021-2022.

Regarding program effectiveness, data is available for 2019, 2020 and 2021. Of the 144 teacher educators evaluated from the University of Rhode Island, 133 (91.1%) attained a rating of either “Effective” or “Highly Effective” on the teacher educator evaluation. Out of the 4,650 Rhode Island teachers evaluated, 4,435 (95%) attained a rating of either “Effective” or “Highly Effective” for the same time period. It is important to note that URI teacher graduates in their first three years are achieving scores at nearly the same percentages as all practicing Rhode Island teachers, regardless of years of experience.

It is encouraging to see high numbers of URI teacher graduates receive certification from the state of Rhode Island. The last three completer cohorts earned Rhode Island teacher certification at rates of 93% (2020), 86% (2021) and 82% (2022).

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Content Measures: PRAXIS II Exam	All candidates are expected to take a licensure test (Praxis II or the equivalent in the state in which they intend to teach) prior to program completion. Candidates are not required to pass the licensure test prior to program completion.	84% of our 2023 completers took the PRAXIS II exam in the first year of the testing policy implementation. Of those test takers, 74.6% passed the examination. After the addition of pass rates for candidates who took other state licensure exams, the percentage increased to 75%.

Content Measures: Content GPA	Candidates must maintain a 2.5 GPA in both their content area (if applicable) and their EDC major prior to moving into student teaching and program completion.	Over 98% of candidates meet this expectation prior to student teaching.
Pedagogical Measures: <ul style="list-style-type: none"> Clinical Education Final Student Teaching Evaluation University Supervisor Final Student Teaching Evaluation 	Candidates must earn “Meets the Standard” or better on all rubric elements in the University Supervisor and the Clinical Educator final student teaching evaluations.	Over 98% of candidates meet this expectation prior to student teaching.
Pedagogical and Content Measures: Lesson Planning Tasks	Candidates must earn “Meets the Standard” or better on all rubric elements for Planning Task(s) or Case Study Tasks.	Over 98% of candidates meet this expectation prior to student teaching.
Pedagogical and Content Measures: Tiered Impact on Student Learning Assessments	Candidates must earn “Meets the Standard” or better on all rubric elements for the final Impact on Student Learning Assessment.	Over 98% of candidates meet this expectation prior to student teaching.

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Program Exit Survey	100% response rate given it is embedded as a course assignment for the seminar connected to student teaching	The COEDU will continue to embed this in final coursework to maintain response rates, so that our analytic focus can remain on the content-based results.

Two Year Out Follow-Up Survey	Acceptable rates for surveys of this nature range widely, with 30% being at the high end of acceptable. In light of our current response rates, we aspire to attain a 30% response rate on this survey	We are investigating multiple mechanisms for interacting with our alumni in conjunction with the URI Foundation. We hope that this additional work will result in higher response rates as completers feel a stronger connection to the COEDU, but expect incremental growth over time.
Employer Survey	Acceptable rates for surveys of this nature range widely, with 30% being at the high end of acceptable. In light of our current response rates, we aspire to attain a 30% response rate on this survey.	As we build partnerships with key school districts across the state, we hope that principals will feel more connected to our COEDU, resulting in higher response rates, but expect incremental growth toward our 30% goal over time.
Ed-Prep Index Educator Evaluator Performance Expectations	We expect that at least 90% of our employed graduates will attain a ranking of “Effective” or Highly Effective” on the educator evaluation assessment within the first three years of teaching.	We are pleased with how well our novice graduates in their first three years perform in comparison to all RI teachers; we expect to maintain that level of performance.

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

The URI Feinstein College of Education (COEDU) has undergone several significant and exciting innovative changes in 2022-2023. Structural changes include the creation of a new College, the creation of a new office focusing on clinical practice, new College leadership in the Dean's Office, and the restructuring of initial teacher preparation programs, which are explained further below. These innovative changes have allowed faculty and College leadership to prioritize the implementation of several program revisions that make teacher education more accessible, aligned with researched-based practices, address critical needs in our communities and align closely with district partner needs.

Significant Programmatic Innovations

Faculty and staff in the URI teacher preparation programs have been collaborating both internally and externally to design and implement several significant programmatic innovations to deepen the experience of teacher candidates, as well as more closely align with district partners:

- Teacher preparation programs that lead to initial licensure have adopted the ProCADS disposition tool to ensure that teacher candidates understand the professional competencies, dispositions, and attitudes required of teachers in Rhode Island. By using this valid and reliable tool, programs will ensure that teacher candidates receive coaching and mentoring to help them understand what it means to be a professional teacher.
- There are several faculty and staff working towards addressing critical teacher pipeline issues in Rhode Island through grants, engagement with partners, service on statewide leadership teams, etc.
- The director of the Office of Clinical Practice and Partnerships (OCP) has collaborated with K-12 and EPP partners across the state to create foundational partnership tools: Tier 1 agreement (statewide document to outline basic expectations of clinical practice in RI), Tier 2 agreement (co-created, mutually beneficial partnership development tool) and three Clinical Educator training modules.
- District partners have been engaged with the College by collaborating with faculty to determine the nature and attributes of a partnership in their respective settings.
- The College of Education received a \$34,862 grant from the US Department of State, the first institution in RI to receive the IDEAS (Increase and Diversify Education Abroad for US Students) award. The grant will allow URI students to study in Colombia and Sierra Leone, where they will be engaged in languages and cultures of

countries represented in Rhode Island's K-12 schools. Students will also have the opportunity to earn a minor in global education.

- The College of Education received a \$1.1 million grant from the US Department of Education's Office of Special Education and Programs. Project SUSTAIN: Supporting Special Education Teachers toward Access & Inclusion Network will enable 30 professionals to earn a URI master's degree and certification in special education and a graduate certificate in dyslexia knowledge and practice. The grant leverages relationships with district leaders in Providence, Woonsocket and Central Falls public schools, and the Rhode Island Institute for Labor Studies and Research. It will focus on recruiting, retaining, and sustaining special educators from historically minoritized backgrounds in their current or future plans to support high need student populations.
- The College of Education received a \$300,000 grant from the Rhode Island Foundation in support of its Urban Residency Initiative Pathways to Education program. The Pathways program supports urban high school students seeking admission to educator preparation programs, and will work to establish a teacher-preparation program at Highlander Charter School.

Creation of the Inaugural URI Feinstein College of Education

The College of Education has undergone both significant structural and leadership changes since the previous AAQEP visit. Some of these changes are described as follows:

- The current Feinstein College of Education was formerly known as the Feinstein College of Education and Professional Studies, which housed both a School of Education and a School of Professional Studies. It has since closed the School of Professional Studies and all related programs and is graduating the final cohorts of students over the next couple years. These programs/majors were interdisciplinary in nature and not tied to teacher licensure. The School of Education subsequently became the Feinstein College of Education.
- The previous College had two physical campuses located in Kingston, RI and in Providence, RI. With the closing of the School of Professional Studies, the College has moved exclusively to the Kingston campus.
- Prior to the College consolidation, the Schools were administered by directors. The College of Education no longer has a director, but a new Associate Dean for Teacher Education to complete administrative and other duties in the College within the specific areas of teacher education.
- The College hired a second full-time advisor who started in January 2023, bringing the total to two advisors who exclusively support undergraduate students admitted to the College.

- One of the staff members working under the Assistant Dean for Student Academic Services was assigned to serve as the Graduate Coordinator for admissions for the College and assists with the MATCP population of initial licensure candidates.
- The new administration also moved away from the structure of teams, (i.e. Early Childhood team, Elementary and Secondary teams) and has focused on work within programs, bringing them together for collaborative work in both the initial/advanced licensure committee and the Council for Teacher Education.
- Our curriculum mapping process revealed that our curriculum, assessments, and instructional practices need to strengthen our teacher candidates and our own culturally responsive pedagogy and global and international perspectives. The Associate Deans are in the early stages of developing a diversity audit tool to aid in establishing a baseline for what we anticipate will be ongoing work.

The Office of Clinical Practice and Partnerships (formally known as the Office of Teacher Education)

- The Office of Clinical Practice and Partnerships (OCP) is tasked with ensuring that teacher preparation programs provide deep and embedded clinical experiences for all teacher candidates.
- OCP strives to create, foster, and continually innovate with district and school partners to develop strong, meaningful and mutually beneficial relationships. Clinical practice is the cornerstone of teacher preparation programs at URI. Providing deep and embedded clinical experiences is a priority for the College.

The Office of Outcomes Assessment and Accreditation (OOAA)

- The College of Education uses a robust, long standing assessment platform (TaskStream by Watermark), which served us well with our previous accreditor and state program approval process. While this system has served the program needs well since 2012, the OOAA is currently piloting a new Watermark product known as Student Learning and Licensure (SLL), with plans to go live across all programs in Fall 2024. OOAA successfully piloted SLL with two programs during the summer of 2023, however more software development was needed before a full launch.
- The AAQEP self-study process shifted the OOAA's focus from a traditional compliance-based approach to a formative, iterative, and reflective process of continuous improvement. The faculty, staff and administrators embraced this new approach, which has led to more conversations about innovation and changes to assessment--what data we collect, who decides what data is collected, when to analyze data, and how we will use data--both quantitative and qualitative--to inform educator preparation program improvement.
- Our curriculum maps and syllabi were updated as part of this process.

- The OOAA, along with the CTE leadership committee, are implementing a “Data Day” each academic year. Every August, prior to the start of the semester, data from the previous academic year will be shared with each program and a written summary of program strengths and areas for improvement will be provided to the Associate Dean for Teacher Education and the Outcomes Assessment Coordinator.