



**University of Rhode Island**  
**Alan Shawn Feinstein College of Education**  
**Advanced Programs Annual Report for 2025**

Provider/Program Name:	University of Rhode Island: Advanced Programs: TESOL/BDL PK-12, Reading PK-12 [currently paused]
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.

**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.

**Programs Offered**

Advanced certification at the graduate level is offered in Teaching English to Students of Other Languages/Bilingual Dual Language (TESOL/BDL), and Reading Specialization. The currently active program is TESOL/BDL. The Reading Program suspended admission beginning in the Fall 2023 in order to thoughtfully revise the program.

**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 2025. Full program approval was granted for a period of 5 years through 2030. The next scheduled PREP-RI program approval visit from RIDE is scheduled for spring 2030 for all initial and advanced teacher licensure programs.

**National Recognition**

All advanced programs were nationally recognized by their Specialized Professional Associations (SPAs) and nationally accredited by NCATE in 2015 through 2022, prior to the College faculty voting to transition to AAQEP in 2022. All programs earned the full seven year national recognition from AAQEP in 2022, 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/accreditation/>

## 2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025**

<b>Degree or Program</b> offered by the institution/organization	<b>Certificate, License, Endorsement, or Other Credential</b> granted by the state	<b>Number of Candidates Enrolled</b> in most recently completed academic year (12 months ending 05/25)	<b>Number of Completers</b> in most recently completed academic year (12 months ending 05/25)
<b><i>Programs that lead to initial teaching credentials</i></b>			
*See Initial Annual Report	N/A	N/A	N/A
Total for programs that lead to initial credentials		N/A	N/A
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
Master of Arts in TESOL/BDL	All Grades Bilingual and Dual Language Teacher (PK-12) All Grades English as a Second Language Teacher (PK-12)	82	23
Master of Arts in Education (Reading)	Reading Specialist/ Consultant (PK-12)	5	4
		87	27
<b><i>Programs that lead to Pk-12 leader credentials</i></b>			
N/A	N/A	N/A	N/A
Total for additional programs		N/A	N/A
<b><i>Programs that lead to credentials for specialized professionals or to no specific credential</i></b>			

N/A	N/A	N/A	N/A
Total for additional programs		N/A	N/A
TOTAL enrollment and productivity for all programs		87	27
Unduplicated total of all program candidates and completers		87	27

### 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 of Education did not add or discontinue any advanced licensure programs within the past year. As mentioned in the 2024 annual report, the Reading program suspended admission starting in the fall 2023 in order to thoughtfully revise the program. The program graduated four of the five remaining Reading Specialist candidates during the fall/summer of AY 2024-25. The remaining candidate is completing the last courses in AY 2025-26.

### 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**

<b>A. Total enrollment</b> 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.
Total advanced program enrollment: 87
<b>B. Total number of unique completers</b> (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.
Total advanced TESOL program completers: 23
Total advanced Reading Specialist program completers: 4
<b>C. Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
Total advanced TESOL program completers recommended for licensure: 23
Total advanced Reading Specialist program completers recommended for licensure: 4

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.

**Expected Timeframe 100% expected timeframe**

Credential Type	Description	Cohort Year	Cohort Size	Graduated w/in 100% of Expected Time	Graduated w/in 100% of Expected Time Rate
Programs that lead to additional or advanced credentials for already-licensed educators	Education - MA	2019	1	1	100.0%
Programs that lead to additional or advanced credentials for already-licensed educators	Master of Arts in TESOL/BDL	2023	4	3	75.0%

**Expected Timeframe 150% expected timeframe**

Credential Type	Description	Cohort Year	Cohort Size	Graduated w/in 150% of Expected Time	Graduated w/in 150% of Expected Time Rate
Programs that lead to additional or advanced credentials for already-licensed educators	Education - MA	2019	1	1	100.0%
Programs that lead to additional or advanced credentials for already-licensed educators	Master of Arts in TESOL/BDL	2022	4	4	100.0%

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%.

Program	# of Candidates taking/passed	Pass Rate
TESOL/BDL	27/27	100%
Reading	4/4	100%

F. 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 final course of the programs as a “Meets/Does Not Meet” course requirement using our LMS, TaskStream. This survey also asks candidates for a permanent email, so our office can reach out again in two years with a completer follow-up survey after two years. That survey generally has a response rate between 20-30%.

**2025 TESOL Program Exit Survey Analysis**

Regarding the program exit survey for the 2025 TESOL/BDL cohort (N=27), quantitative and qualitative strengths included common themes from the feedback. These included the flexibility of the online program, allowing candidates to work at their own pace; the quality of and commitment from the professors teaching the courses; the program’s clear structure and expectations; and the relevant and researched-based curriculum.

Program exit quantitative survey results from the 2025 graduating cohort were analyzed.

- Over 93% of candidates felt the K-12 students they worked with were either diverse or very diverse.
- 96% felt the full-time instructors were either “Effective” or “Highly Effective.”
- 93% felt their clinical educator or site mentor was either “Effective” or “Highly Effective.”
- Regarding resources, over 96% thought the library, curricular and electronic resources were either adequate or outstanding, as well as 100% thought that the technology used for program delivery was adequate or outstanding for instructional purposes.
- 96% felt either adequately or well prepared for the required Rhode Island state licensure exam (i.e. ESOL Praxis) or their state’s equivalent test.
- 96% felt either adequately or well prepared to make a positive impact on student learning
- The College asks candidates to rate their preparedness for each of the 11 Rhode Island Professional Teaching Standards (RIPTS). Results indicate between 97 - 100% of completers felt either well-prepared or exceptionally prepared to implement each RIPT standard in their classroom. It should be noted that while like is likely at least in part to the program preparation, TESOL candidates are already initially credentialed and many have been teaching for some time in their own classrooms as the teacher of record.

## 2025 TESOL Exit Survey – Open-Ended Responses, Strengths and Areas for Improvement Analysis

### Overview

Qualitative responses from TESOL program completers provide evidence aligned with AAQEP Standards 1 and 2. Candidates describe strengths related to online learning flexibility, structured coursework, and high-quality resources, while also indicating areas for improvement in faculty support, instructional feedback, and online engagement. These findings support ongoing program improvement and inform curriculum alignment with best practices in TESOL preparation.

### AAQEP Standard 1: Candidate/Completer Performance

#### 1.1 Content Knowledge

Candidates identify several program strengths connected to content knowledge acquisition. Many note that the online structure provides excellent access to course materials and allows them to engage deeply with key TESOL concepts. Respondents highlighted:

- High-quality course readings and resources
- Clear course organization
- Opportunities for meaningful online discussions

These elements support candidate mastery of foundational TESOL concepts and facilitate understanding of language acquisition, multilingual learner needs, and culturally responsive instruction.

#### 1.2 Application of Knowledge in Practice

Online discussions were frequently cited as a valuable space to apply knowledge through peer interaction, reflection, and analysis. Candidates described these discussions as enhancing their understanding of course content and its relevance to multilingual learners.

One candidate suggested differentiated criteria for teachers already working with English learners, indicating that the program serves candidates with diverse backgrounds and levels of expertise. This feedback will be used to explore whether differentiated supports or pathways could improve alignment with candidate experience levels.

### AAQEP Standard 2: Completer Competence and Growth

## 2.1 Engagement with Learning Communities

While discussions are viewed as a strength, multiple respondents also suggested increasing the level of engagement and interactivity within the online learning environment. This indicates a desire for:

- More opportunities to interact with peers and instructors
- More dynamic or collaborative learning activities
- Enhanced modeling of instructional applications

These suggestions reflect candidates' desire to be part of an active learning community, even in a fully online setting.

## 2.2 Self-Assessment and Professional Learning

Several candidates expressed the need for:

- Stronger academic writing support
- More timely and detailed instructor feedback
- Greater faculty presence throughout assignments and discussions

Such comments indicate that candidates are reflective about their learning needs and seek more targeted guidance as they develop professional competencies in TESOL instruction.

## Summary and Implications for Program Quality

Themes from the open-ended survey responses indicate that the TESOL program is successful in providing:

- Flexible and accessible online coursework
- High-quality resources
- Structured content that supports learning
- Meaningful discussion-based engagement

Areas for improvement include:

- Increasing instructor presence and feedback
- Enhancing engagement in an online environment
- Considering differentiated expectations for experienced educators
- Strengthening writing support structures



The program will use these insights as part of its continuous improvement cycle, particularly in reviewing online course design, instructor engagement expectations, and supports for candidates with varying levels of professional experience

## **2025 TESOL Exit Survey – Impact on Practice Analysis**

### **Overview**

Open-ended responses from TESOL program completers provide strong qualitative evidence that the program positively impacts classroom practice. Across 27 responses, candidates consistently describe improved ability to support multilingual learners, increased use of research-based instructional strategies, enhanced cultural and linguistic awareness, and greater professional confidence. These findings support AAQEP Standards 1.2, 2.1, and 2.2 by demonstrating how completers apply their learning in practice, engage with diverse learners, and grow in professional competence.

### **AAQEP Standard 1: Candidate/Completer Performance**

#### **1.2 Application of Knowledge in Practice**

Completers frequently reported that the TESOL program significantly enhanced their ability to design and deliver instruction for multilingual learners. Many described direct application of strategies from coursework, including:

- Providing targeted scaffolds
- Modifying and adapting instructional materials
- Differentiating tasks to meet diverse language needs
- Applying principles of language acquisition to classroom practice

Several respondents noted that they now approach multilingual learners with increased intentionality and deeper professional understanding. These reflections illustrate that candidates can apply program content knowledge to real-world settings, demonstrating effective practice aligned with Standard 1.2.

### **AAQEP Standard 2: Completer Competence and Growth**

#### **2.1 Engagement with Learning Communities**

Many completers indicated that the program strengthened their ability to support English learners within broader school communities. Responses highlighted improved collaboration with colleagues, greater understanding of EL needs, and

the ability to advocate for multilingual learners. Candidates described becoming more responsive to student identities and backgrounds, enabling them to integrate culturally sustaining pedagogies within their classrooms.

## 2.2 Self-Assessment and Professional Learning

A major theme across responses was growth in professional confidence. Candidates reported feeling more prepared, more equipped with tools and strategies, and more capable of meeting the needs of multilingual learners. Many described the program as “transformative,” indicating substantial shifts in their instructional mindset and practice. Others shared that they feel more reflective and aware of how their teaching impacts learners with diverse linguistic and cultural backgrounds.

Such reflections demonstrate active engagement in self-assessment and professional learning, providing compelling evidence for Standard 2.2.

### Summary and Implications for Program Quality

The open-ended responses show that the TESOL program has a strong and meaningful impact on classroom practice. Common themes across completers include:

- Enhanced ability to differentiate and scaffold instruction for multilingual learners
- Increased use of research-based TESOL strategies
- Strengthened cultural and linguistic awareness
- Growth in professional confidence and instructional decision-making
- Application of program concepts to lesson planning, assessment, and student support

Overall, the dataset provides substantial evidence that TESOL completers are well-prepared to support multilingual learners and that the program fosters ongoing professional growth. These findings will inform future program improvement efforts, including opportunities to further strengthen applied practice, feedback, and connections to multilingual learner communities.

## 2025 TESOL Exit Survey – AAQEP Specific Aspects Analysis

The 2025 TESOL Exit Survey indicates consistently high levels of candidate preparedness across AAQEP-aligned competencies. Mean scores predominantly range from 4.3 to 4.6 on a 5-point scale, demonstrating strong perceptions of readiness for professional practice, with low to moderate variability across respondents.

- AAQEP Standard 1: Candidate/Completer Performance

- 1.1 Content and Pedagogical Knowledge
  - Candidates report strong understanding of developmental, linguistic, cultural, and educational needs of English learners. High mean ratings across items (4.4–4.6) reflect strong preparation in integrating professional knowledge into practice.
- 1.2 Application of Knowledge in Practice
  - Candidates feel well prepared to apply TESOL strategies in authentic teaching contexts. Consistently high medians (4–5) indicate readiness to design instruction, apply culturally responsive practices, and adapt instruction for diverse learners.
- 1.3 Dispositions and Professional Responsibilities
  - Candidates report strong preparation regarding professional engagement, ethical practice, and collaboration with families and colleagues.
- AAQEP Standard 2: Completer Competence and Growth
  - 2.1 Engagement with Diverse Communities and Families
    - While still positive, items about engagement with community agencies and exposure to diverse learning environments show slightly lower means ( $\approx 3.9$ – $4.1$ ) and higher variability. This points to opportunities to strengthen consistency in fieldwork and community-based experiences.
  - 2.2 Growth and Ongoing Professional Learning
    - High ratings across instructional and dispositional items indicate readiness for continued professional growth, reflecting strong foundational skills and reflective dispositions.

### Summary and Implications for Program Quality

The TESOL program appears to provide high-quality, consistent preparation aligned with AAQEP competencies. Results highlight strengths in culturally responsive pedagogy, instructional design, and learner-centered practices. Data suggest opportunities for enhanced community engagement experiences, but overall, the program demonstrates strong alignment with AAQEP Standards 1 and 2.

### 2025 Reading Program Exit Survey Analysis

Regarding the program exit survey for the 2025 Reading (N= 4), quantitative and qualitative strengths included the flexibility of the online program, allowing candidates to work at their own pace, and the quality of and commitment from the professors teaching the courses

Program exit quantitative survey results from the 2025 graduating cohort were analyzed, but with a low N of 4, the analysis may be limited.

- 75% of candidates felt the K-12 students they worked with were either diverse or very diverse.
- 100% felt the full-time instructors were either “Effective” or “Highly Effective.”
- 100% felt their clinical educator or site mentor was either “Effective” or “Highly Effective.”
- Regarding resources, 75% thought the library, curricular and electronic resources were either adequate or outstanding, as well as 75% thought that the technology used for program delivery was adequate or outstanding for instructional purposes.
- 100% felt either adequately or well prepared for the required Rhode Island state licensure exam(i.e. ESOL Praxis) or their state’s equivalent test.
- 100% felt either adequately or well prepared to make a positive impact on student learning
- The College asks candidates to rate their preparedness for each of the 11 Rhode Island Professional Teaching Standards (RIPTS). Results indicate between 100% of completers felt either well-prepared or exceptionally prepared to implement each RIPT standard in their classroom. It should be noted that while like is likely at least in part to the program preparation, Reading candidates are already initially credentialed and many have been teaching for some time in their own classrooms as the teacher of record

### **2025 Reading Exit Survey – Open-Ended Responses (Strengths & Suggestions)**

#### **Overview**

The open-ended responses from Reading Program completers provide qualitative evidence aligned with AAQEP Standards 1 and 2. Candidate feedback highlights the program’s strong instructional quality, supportive faculty, and applicability to real-world reading instruction. Suggestions for improvement focus primarily on expanding structured literacy components and maintaining robust practical experiences.

- AAQEP Standard 1: Candidate/Completer Performance
  - 1.1 & 1.2 Content Knowledge and Application of Knowledge in Practice
    - Open-ended comments emphasize that candidates feel well-prepared to meet the literacy needs of diverse learners. Multiple completers highlighted that the program enabled them to “better serve the students [they] work with,” signaling strong transfer from coursework to practice.

- The most consistently cited strength is faculty expertise and instructional quality. Respondents described professors as:
  - Outstanding
  - Knowledgeable
  - Understanding
  - Going above and beyond
- These comments suggest that faculty create a supportive learning environment while ensuring candidates develop deep, applicable literacy knowledge.
- Coursework is described as rigorous and relevant, equipping candidates with the confidence needed to enter the field and apply best practices in reading instruction.
- AAQEP Standard 2: Completer Competence and Growth
  - 2.1 Engagement with Learning Communities
    - Completers praise the program's hands-on learning opportunities, particularly modeling of strategies and practical experiences that directly support instructional decision-making. Comments indicate these experiences enhance both professional confidence and readiness to support PK–12 readers.
    - Some completers offered recommendations to strengthen this area further, particularly:
      - Maintaining and expanding practical, modeled experiences
      - Providing additional structured literacy components
      - These suggestions demonstrate a desire for continued depth in research-based reading instruction practices.

## 2.2 Self-Assessment and Professional Learning

- A key theme in suggestions for improvement is the desire for more preparation in explicit phonics instruction and multisensory reading strategies. This indicates that completers are reflective about their professional needs and

recognize the importance of structured literacy as they begin their careers. Two respondents indicated they had no suggestions for improvement, further reinforcing program satisfaction.

#### Summary and Implications for Program Quality

- Overall, open-ended feedback reflects a Reading Program that:
  - Provides high-quality, supportive, and knowledgeable faculty instruction
  - Offers practical, transferable learning experiences
  - Equips candidates with the skills needed to feel confident and prepared in classroom settings
- Areas for continued enhancement include:
  - Increasing structured literacy content (phonics, multisensory instruction)
  - Preserving and expanding hands-on modeled experiences
  - Continuing to strengthen clinically rich preparation

These qualitative findings align with the high levels of satisfaction evident in the survey and serve as meaningful evidence of the Reading program's effectiveness and commitment to continuous improvement.

Qualitative suggestions for program improvements included adding more field experiences earlier in the program; more opportunities to collaborate with peers in-person or online; planning the summer schedules thoughtfully; and more opportunities for peer group work.

#### G. Explanation of **evidence available from employers of program completers**, with a characterization of findings.

In December of 2024, the Rhode Island Department of Education (RIDE) sent out employer surveys to building administrators who employed recent URI graduates from the past 3 years. Fourteen responses came in from both public and public charter schools and the results were shared with the College administration. Because of the way RIDE structured the survey, there is no way to tell whether these responses were for initial or advanced licensure candidate completers. Therefore, we have included the results here, but recognize that program level data provides more nuanced data about our advanced program completers.

The questions on the survey were as follows:

- How well are program completers from URI able to do the following:
  - a. Demonstrate proficiency in all the Rhode Island Professional Teaching Standards (RIPTS)
  - b. Demonstrate deep content knowledge in the area of certification
  - c. Engage in intellectual preparation for teaching using HQCM

- d. Teach using practices related to the Science of Reading and Structured Literacy
- e. Design, prepare for, and implement lessons that help students become proficient in Rhode Island Student Standards
- f. Meet the needs of Multilingual Learners
- g. Work with families to better understand students and to support their learning
- h. Plan for instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development
- i. Connect classroom learning to the real world
- j. Engage students in inquiry, problem-solving, and reflection to promote their critical thinking
- k. Collaborate and maintain professional relationships with colleagues

The average performance range is presented below within the range of 1 Poorly, 2 Adequately, 3 Well, and 4 Very Well.

Demonstrate proficiency in all the Rhode Island Professional Teaching Standards (RIPTS)	Demonstrate deep content knowledge in the area of certification	Engage in intellectual preparation for teaching using HQCM	Teach using practices related to the Science of Reading and Structured Literacy	Design, prepare for, and implement lessons that help students become proficient in Rhode Island Student Standards	Meet the needs of Multilingual Learners	Identify and address special learning needs with appropriate teaching strategies	Work with families to better understand students and to support their learning	Plan for instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development	Connect classroom learning to the real world	Engage students in inquiry, problem-solving, and reflection to promote their critical thinking	Collaborate and maintain professional relationships with colleagues
3.15	3.25	3.08	3.09	3.33	2.55	2.92	3.15	3.00	3.08	2.83	3.45

Two of the areas respondents identified as areas needing the most improvement were meeting the needs of multilingual learners and designing, implementing, and evaluating digital age learning experiences and assessments to support student learning. Areas of Strength included Collaborate and maintain professional relationships with colleagues and designing, preparing for, and implement lessons that help students become proficient in Rhode Island Student Standards

H. 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.

COEDU 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. They do not track those hired in private schools or those who seek employment outside of RI.



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 2023 and in which areas and districts our program completers are working.

The final data point Ed-Prep offers is data on the teacher effectiveness of our program completers from when they are first evaluated as a practicing teacher. This data, however, is not disaggregated by program or personally identifiable. Data for the most recent completer cohort (2025) is not available yet in the Ed-Prep RI database.

Of the total program completers in TESOL from 2020-2021, 2021-2022, and 2022-2023, 53 earned Rhode Island TESOL certification. Of the 53 program completers who attained Rhode Island certification, 21 (40%) are currently employed as TESOL/BDL teachers within Rhode Island public schools, according to the Ed-Prep index. We assert that this is a low estimate of how many of our completers are employed in RI schools since districts and RIDE only count them if they are working under their certification as an explicitly identified TESOL/BDL teacher. For example, if a completer is a Reading Education teacher **and** earns their TESOL certification, the district might only report them as the Reading Education teacher.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

Hiring diverse and quality faculty is of the utmost importance to program quality, particularly in ensuring that candidates have access to knowledge of content and pedagogy and high quality clinical experiences. To augment the quality and diversity of our current faculty, the Dean submits an annual budget request to the Provost and President that outlines programmatic needs, both in order to sustain current programs and grow innovative new programs. These requests are determined by several factors, including but not limited to, vacancies (retirements, etc), program growth, enhancing clinical experiences, partnership support, and scholarship. Our college has received significant allocations through this process, giving us the ability to hire ten new faculty over the past three years, all of whom are dedicated to licensure programs with expertise ranging from early childhood education to secondary math education. Two have specifically been hired as a part of TESOL/BDL, resulting in significant growth within our TESOL/BDL program. Although the state's pending budget shortfall will be felt by all state agencies including URI, we remain optimistic that our growing needs will continue to result in adequate allocations that allow our programs and students to thrive. COEDU invests a substantial portion of our budget to faculty professional development, which encourages faculty to attend and present at conferences in their disciplines in order to stay abreast of best practices in the field.



Although quality assurance systems (Watermark/TaskStream) have formally remained the same for the 2024-2025 academic year, we have provided faculty with more real-time access to certification test data, updating a faculty-accessible spreadsheet twice weekly, and have invested additional time in compiling and analyzing data per specific faculty requests. For example, in 2025, faculty requested program data organized by RIPTS standard and by individual students in addition to the raw data they have traditionally received. This allowed them to more effectively examine their program efficacy over time, identifying patterns of student success and struggle, as well as gaps in assessment data.

#### 4. Candidate Academic Performance Indicators

**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	All candidates are expected to take a licensure test (Praxis 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.	27/27 (100%) of our 2025 TESOL completers took the PRAXIS exam in the first year of the new testing policy implementation. Of those test takers, 100% passed the examination. 4 candidates had already taken and passed the PRAXIS prior to admission. 3/4 (75%) of our 2025 Reading completers took the PRAXIS exam in the first year of the new testing policy implementation. Of those test takers, 100% passed the examination.
Content Measures: Content GPA	Advanced program graduate candidates must maintain a 3.0 GPA in their major prior to moving into final internship and program completion per the graduate school manual.	100% of 2025 candidate completers met this expectation prior to final practicum or internship.

Pedagogical Measures: <ul style="list-style-type: none"> <li>• Clinical Education Final Internship Evaluation and/or</li> <li>• University Supervisor Final Internship Evaluation</li> </ul>	Candidates must earn “Meets the Standard” or better on all rubric elements for the final internship evaluation.	100% of 2025 candidate completers met this expectation prior to final practicum or internship.
Pedagogical Measures: <ul style="list-style-type: none"> <li>• Planning Tasks and/or</li> <li>• Case Studies</li> </ul>	Candidates must earn “Meets the Standard” or better on all rubric elements for Planning Task(s) or Case Study Tasks.	100% of 2025 candidate completers met this expectation prior to final practicum or internship.
Pedagogical and Content Measures: <ul style="list-style-type: none"> <li>• Tiered Impact on Student Learning Assessments</li> </ul>	Candidates must earn “Meets the Standard” or better on all rubric elements for the final Impact on Student Learning assessment.	100% of 2025 candidate completers met this expectation prior to final practicum or internship.

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

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Program Exit Survey	100% response rate given it is embedded as a course assignment for the seminar connected to final practicum	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.
2 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 have moved our post completion surveys to Qualtrics from Survey Monkey to offer a more streamlined response process.	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. RIDE has begun sending employer surveys and we hope this raises the response rate for 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.  We plan to take over this survey distribution once again in 2025-2026.
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 3 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.

### 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.

### TESOL/BDL

#### Recent Faculty hire with extensive experience/expertise

Steve Daniel Przymus, Ph.D. is an Associate Professor of TESOL and Bilingual Education in the Feinstein College of Education at the University of Rhode Island. His training includes a doctorate in Second Language Acquisition &

Teaching (University of Arizona, 2016), work as a U.S. Peace Corps Volunteer (República Dominicana, 2003-2005), recipient of a Fulbright Distinguished Awards in Teaching Grant (México, 2010), and 29 years of advocating for and teaching multilingual youth at the middle school, high school, and higher education levels. As a teacher/scholar, Dr. Przymus' work is grounded in the belief that the education of culturally and linguistically diverse and exceptional youth and the critical preparation of teachers are cornerstones of social justice.

Prior to joining the URI Feinstein College of Education faculty, Dr. Przymus was an Assistant and Associate Professor at Texas Christian University, during which time he was recognized as the Donovan-Patton National Impact Scholar (2017-2019), the TCU College of Education Piper Professor (2022, 2023), and the Richard Ruiz Distinguished Scholar in Residence (2022, Guanajuato, México).

Dr. Przymus' research focuses on what bilingualism is (from cognitive and sociolinguistic perspectives) and how it is treated in schools (bilingual, dual-language education), with related subset research in linguistic landscapes, intercultural virtual exchanges, the language and identity development of Indigenous and transnational youth, biliteracy development, and the intersection of bilingualism and special education.

Dr. Przymus' current research projects include (1) learning from social justice, equity-based urban planning to address gentrification in bilingual dual language programs, (2) bridging work in bilingual speech language pathology to bilingual special education in schools, (3) corralling the diverse cognitive representations (metaphors and metonymies) of bilingualism under a holistic representation, (4) using magic and storytelling to promote positive identity and language development in transnational youth, and (5) documenting and explaining the impact of implicit messages in the linguistic landscape surrounding schools.

### **Creation of the Translanguaging Lab**

In fall 2025, four language education faculty in the College of Education launched the Translanguaging Lab, an interdisciplinary research collective dedicated to the study and promotion of *translanguaging*—the process by which bi/multilingual individuals fluidly draw on their full linguistic and multimodal repertoires to make meaning, communicate, and learn. The lab provides a collaborative environment for faculty, graduate students, and educators interested in translanguaging and translanguaging pedagogy to develop theory, conduct empirical research, and generate practical tools that advance more equitable spaces for languaging and learning in Rhode Island and beyond.

Additionally, COEDU has implemented several innovative policies across all programs that not only provide better support to candidates but also address district challenges in some cases.

- COEDU has a new candidate handbook that includes key guidance and information across the licensure program. This handbook includes critical information for the clinical educator and university supervisor, as well.
- The RIDE-approved Resident Sub Policy allows for residents to substitute teach in their own classrooms (fall semester) and for their teams or departments (spring semester) after their team (both COEDU and district representatives) agree that the candidate is ready to do so. This key policy addresses the critical shortage of subs that leaves many PK-12 students without teachers daily.
- RIDE has approved COEDU to encourage co-teaching during the residency in lieu of the resident completing 8 weeks of solo teaching. This supportive structure will allow more time for mentorship and modeling, but also includes specific times that the resident will be solo in the classroom (e.g. formal observations by the university supervisor) to get this critical experience.

### **The Office of Clinical Practice and Partnerships**

#### **COEDU 2023-2025 Partnership Development Work**

The 2023-2024 and 2024-2025 academic years included engaged partnership work with 6 district partners, building upon long-standing relationships. Each of the 6 district partners that collaborated with URI faculty and staff determined goals and priorities for the partnership alongside COEDU representatives, with a focus on how to provide the best clinical experiences for teacher candidates and serve PK-12 students.

District/COEDU collaborative partnership work with individual primary partnership districts included providing feedback on the new residency structure and associated new procedures and policies (*design clinical experiences*), designing and instituting a system for matching clinical educators and residents (*implementation of clinical experiences*), and a survey to assess university supervisors (*assessment of clinical experiences*).

More recently, TESOL/BDL faculty members collaborated with LEAs (Pawtucket, Woonsocket, Nuestro Mundo, and Providence) on RIDE-funded MLL Success Grants. The Pawtucket and Woonsocket projects directly informed the revision of the classroom observation tool used in EDC 519 (the teaching internship). URI faculty led MLL Success teams with Pawtucket and Woonsocket to conduct a nationwide search of MLL-focused walkthrough tools, select the top 10 to deeply analyze and evaluate, review instructional practices in Rhode Island's *High Quality Instructional Framework for MLLs to Thrive* (HQIF), and analyze those sources to determine “must haves” for instructional practices

and preferences for walkthrough tool format. Collectively, the teams designed and piloted a walkthrough tool with 20 observations in each LEA, analyzed observation data to revise the tool and inform local professional learning needs, and tested the revised tool with another round of 20 observations in each LEA. Finally, the teams analyzed both rounds of observation data to finalize the tool and inform local professional learning needs. This year-long process led to each LEA using an MLL-focused walkthrough tool (Woonsocket and Pawtucket) and the TESOL/BDL program enhancing the assessment of the clinical experience by finalizing its classroom observation tool.

### **The Office of Outcomes Assessment and Accreditation (OOAA)**

The College of Education uses a robust, longstanding 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 reviewed other platforms with plans to transition all programs in fall 2026 to this new system.

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 and all syllabi have been annotated to align to RIPTS.

The OOAA, along with the College leadership committee, have implemented 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.

The MA/Reading program admissions are currently paused so that the College leadership along with the program faculty, can review and refine the program. Program faculty will meet with program graduates to gain their perspectives and ideas. Although candidates' course and program evaluations are consistently high, we know we can always improve. Issues we are addressing are:

- solutions for low enrollment
- digital expertise expectations
- the current roles of the reading educator in RI and how that impacts the program
- role of ProCADS (dispositional tool) in the MA/reading program