

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

Provider/Program Name:	University of Rhode Island Initial Programs: Early Childhood PK-2, Elementary 1-6, Elementary Special Education ABM, 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, Elementary/Middle Grades Special Education 1-6, Secondary/Middle Grades Special Education 7-12.
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June of 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.

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, Elementary/Special Education (AMB) dual certification, 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 and leads to a Master of Library and Information Studies.

Rhode Island Department of Education 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.

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 in 2019. 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/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.

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 05/25)	Number of Completers in most recently completed academic year (12 months ending 05/25)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Science in Early Childhood Education	Early Childhood Education Teacher ECE (PK-2)	111	27
Bachelor of Science in Early Childhood Education	Early Childhood Care and Education ECCE (PK-12)	34	N/A
Early Childhood Teacher Certification Program (TCP) (Initial license for candidates with a Bachelors)	Early Childhood Education Teacher (PK-2)	3	1
Bachelor of Arts or Bachelor of Science in Elementary Education (2 candidates are EP_ELED_BS)	Elementary Education Teacher (1-6)	323	70

Bachelor of Arts in Elementary Education with Special Education (dual residency)	Elementary Education Teacher & Special Education (1-6)	13	12
Master of Arts in Education with Teacher Certification Program (MA/TCP) (Initial license for candidates with a Bachelors)	Elementary Education Teacher (1-6)	11	2
Bachelor of Arts in Secondary Education	Secondary Education Teacher Grades 7-12 – Chemistry – Physics – Biology – General Science (3BS, 3BA) – English – Social Studies – Mathematics – Undeclared Content Area (TBD)	1 1 11 6 56 64 21 7	0 0 4 2 8 8 7 0
Master of Arts 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 – German – Spanish – Undeclared Content Area	0 2 4 11 4 1 2 1	0 0 2 5 0 0 0 0
Bachelor of Arts in World Languages Education	All Grades World Languages Teacher PK-12 – French – German	2 0	0 0

	<ul style="list-style-type: none"> – Italian – Latin – Spanish – Russian – Mandarin/Chinese – Undeclared Language 	0 0 8 0 0 2	0 0 2 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 <ul style="list-style-type: none"> – French – German – Italian – Latin – Spanish – Russian – Mandarin/Chinese 	0 1 0 0 2 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	74 74	18 18
Master of Arts 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	12 12	2 2
Bachelor of Arts in Music Education (BOM)	All Grades Music Teacher PK-12	31	9
Master of Music (MOM) Education Specialization (Initial license for candidates with a Bachelor's)	All Grades Music Teacher PK-12	0	0

Special Education ABM Model	Special Education Elementary/Middle Level Special Education Teacher	34	8
Master of Library and Information Studies (School Library Media) (initial licensure)	School Library Media Specialist PK-12	40	12
Total for programs that lead to initial credentials		979	219
<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>			
COEDU does not offer programs for other school professionals	N/A	N/A	N/A
Total for additional programs		N/A	N/A
TOTAL enrollment and productivity for all programs		979	219
Unduplicated total of all program candidates and completers		883	187

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 added an initial certification program in Early Childhood (PK-2) in 2024. The Early Childhood Care Education (ECCE) program is a fully-online accelerated program that is ideal for those working in childcare, or elementary education teachers looking to advance their career by adding more grade levels. This accelerated program is designed to help working professionals complete their bachelor's (with Pre K-2 teaching certificate eligibility), increase their earnings, and secure employment. It was created with over \$185K in support from the Rhode Island

Office of the Postsecondary Commissioner (RIOPC) as a part of the Governor's Emergency Education Relief Fund (GEER Fund). The program accepted and matriculated a second cohort in the Fall of 2025 consisting of 12 candidates.

It should be noted that from 2018-2023, there was not a full-time faculty member with a terminal degree and expertise in special education employed by the University. The College decided to suspend acceptance of candidates into the special education MA program during these years. The Master of Arts in Education (Special Education), which was closed from 2018-2023, has been redesigned and reopened. Admission began in the summer of 2024 and the program admitted 25 candidates commencing classes in the Fall of 2024.

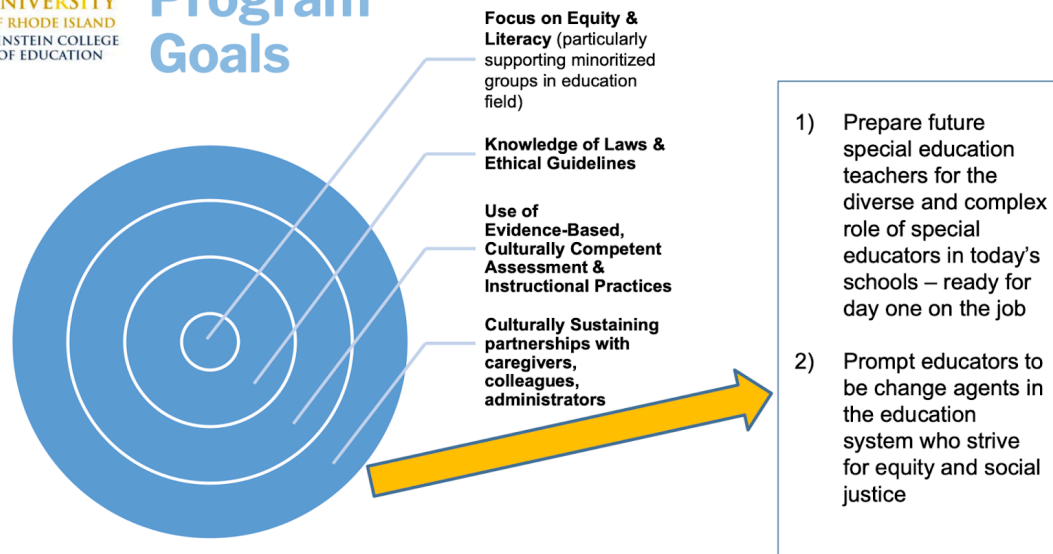
Commencing in the fall of 2024, the COEDU started an Advanced Bachelor's to Masters (ABM) program in Special Education at the initial level. This initial licensure program, leading to a graduate degree, accepted 34 candidates into the new AMA in Special Education through a grant to diversify the special education teacher pipeline (Project SUSTAIN) and they are currently matriculating in the program as of fall 2024.

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 Reading Specialist candidates during the Fall/Spring of 2024-2025. The remaining candidate is completing the last courses in 2025-2026.

MA in Special Education: 2024 and Forward

The newly designed 33 credit hour MA in Special Education, hybrid in modality, allows candidates to complete a part-time master's degree in special education in 2 years, offering greater flexibility for working professionals. The program offers either a track in Elementary and Middle Level Special Education or Secondary and Middle Level Special Education certification. Consistently the program has used data, including candidate feedback, to design programs that would meet the needs of applicants while increasing enrollment in this teacher shortage area. The latest enrollment information indicates that the changes approved in 2023-2024 will better support working educators.

Program Goals



Graduates of the Graduate Program in Special Education will be able to:

- Demonstrate culturally-competent partnerships with families/caregivers, educational professionals, related service providers, and other school personnel to develop, utilize, and assess individualized and inclusive supports for students with disabilities.
- Apply knowledge of the legal and ethical obligations required of professionals in the field of special education into their daily work.
- Enact inclusive pedagogical and anti-racist approaches and practices aimed at providing a justice-oriented education for all students, particularly students from historically minoritized groups (i.e. students of color, students living in poverty, students with disabilities, students who are English Learners, students who identify as LGBTQ+).
- Conduct, score, and interpret individual curriculum-based and norm-referenced educational achievement assessments that are culturally relevant, valid, and reliable in order to inform a student's eligibility of special education services, develop Individualized Education Programs, and guide instructional practices.

- Utilize evidence-based strategies to meet the diverse instructional, behavioral, cultural, linguistic, and social/emotional needs of students with disabilities.
- Utilize science of reading strategies to address specific learning disabilities in reading, including dyslexia.
- Develop strategies to facilitate the successful inclusion of students with disabilities in inclusive settings

During the last year of study, candidates complete a year-long residency in either elementary or secondary special education AND middle level special education. This ensures that every candidate who finishes the program will receive middle school special education certification, an area of high need, and an area in which there are few EPPs that are approved to certified educators in middle level special education.

The URI special education certification program has undergone several changes in the last 15 years. A brief history of the changes are bulleted below:

- In 2008, the MA in Special Education (elementary and secondary tracks) was approved by the state of Rhode Island. This program was designed as a full-time program in which candidates enrolled in daytime classes and finished the program in 1.5 years. While this program was successful in recruiting candidates to join the full time program in the first years of its development, starting in 2016 there was a consistent drop in enrollment (cohorts were consistently composed of 5 candidates or less).
- In 2017, URI faculty developed an elementary dual major so that elementary education candidates could take special education coursework as undergraduates. These candidates were required to complete a full-time student teaching in a fifth year in order to gain special education certification. This approach initially helped with program enrollment, however the design was not appealing to most URI elementary education candidates as it required those who had already graduated to return for a semester without earning a graduate degree (just special education certification). This was further complicated by the state's new residency requirements for student teaching across all programs.
- It should be noted that from 2018-2023, there was not a full-time faculty member with a terminal degree and expertise in special education employed by the University. The College decided to suspend acceptance of candidates into the special education MA program during these years.
- The elementary education program leader graciously coordinated the undergraduate track for elementary education candidates prior to 2023. The newly hired special education faculty took the lead in fall of 2023, and continued into the 2024-2025 academic year, the last year of the elementary/special education dual licensure program. During the 2023-2024 and 2024-2025 academic years, the undergraduate cohorts averaged 10 students.

- In the fall of 2023, a full time Associate Professor of Special Education was hired to coordinate the special education program.
 - In 2023-2024, the newly hired faculty member redesigned the MA in special education program to meet the needs of working adults, with a strong emphasis on the Council for Exceptional Children/CEEDAR Center's High Leverage Practices (HLPs).
 - Every course in the program was realigned to the CEC 2020 Professional Standards, and the program revision allowed all candidates to receive the URI Graduate Certificate in Dyslexia Knowledge and Practice (a four-course sequence that has been approved by RIDE as meeting The Right to Read requirements of teachers).
- In the fall of 2023, the Feinstein College of Education was awarded a \$1.1M Department of Education Office of Special Education Programs Teacher Preparation grant. This five-year Office of Special Education Programs (OSEP) funded program, Project SUSTAIN, will fund 30 candidates to receive their MA in Special Education with a goal of diversifying the special education workforce and addressing the teacher shortage.
- We also had eight undergraduate students who were participating in the Pilot Dual Elementary Education and Special Education Residency that was approved by RIDE.

This historical information is important to note, as the College of Education has been committed to develop programs that address the special education teacher shortage since our last accreditation visits from AAQEP and RIDE.

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: **883**

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: **219**

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

Initial Programs Total Number of Initial License Recommendations: **219**

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%):

Credential Type	Academic Plan	Description	Cohort Year	Cohort Size	# Graduated w/in 100% of Expected Time Headcount	% Graduated w/in 100% of Expected Time Rate
Initial teaching credentials	AS_MUS_BOM	Music (BOM)	2021	2	1	50%
Initial teaching credentials	EDUCAT_TCP	Education MA-TCP	2023	9	4	44%
Initial teaching credentials	EP_ECE_BS	Early Childhood Education	2021	18	7	39%
Initial teaching credentials	EP_ELED_BA	Elementary Education - BA	2021	65	26	40%
Initial teaching credentials	EP_HPE_BS	Health and Physical Education	2021	5	2	40%
Initial teaching credentials	EP_SEDC_BA	Secondary Education - BA	2021	40	11	28%
Initial teaching credentials	GSLIS-MS	Library & Information	2023	1	1	100%

		Studies				
1.5 Expected Timeframe						
Credential Type	Academic Plan	Description	Cohort Year	Cohort Size	# Graduated w/in 100% of Expected Time Headcount	% Graduated w/in 100% of Expected Time Rate
Initial teaching credentials	AS MUS BOM	Music (BOM)	2017	2	2	100%
Initial teaching credentials	EDUCAT_TCP	Education MA-TCP	2022	10	5	50%
Initial teaching credentials	EP_ECE_BS	Early Childhood Education	N/A	N/A	N/A	N/A
Initial teaching credentials	EP_ELED_BA	Elementary Education - BA	2019	84	46	55%
Initial teaching credentials	EP_HPE_BS	Health and Physical Education	N/A	N/A	N/A	N/A
Initial teaching credentials	EP_SEDC_BA	Secondary Education - BA	2019	34	9	26%
Initial teaching credentials	GSLIS-MS	Library & Information Studies	2022	3	2	67%
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 Test results taken in Rhode Island & other state required certification exams**						
Initial Program		Number Passed/ Number		Pass Rate		

	Attempted	
Early Childhood Education	23/28	82%
Elementary Education	65/79	82%
Secondary Biology/General Science	4/4	100%
Secondary English	8/9	89%
Secondary Social Studies	9/10	90%
Secondary Mathematics	11/11	100%
World Languages	3/3	100%
Health and Physical Education	11/17	65%
Music Education	8/10	80%
School Library Media	11/11	100%
Elementary Special Education***	4/5	80%

**Test pass rates include out-of-state tests taken by candidates, other than the PRAXIS.

***3 Elementary Special Education completers who were completing the elementary/special education dual certification met the COEDU testing policy by taking the ELE PRAXIS exams.

In an effort to reduce the systemic barriers created by state licensure testing, COEDU faculty voted in April 2022 to no longer require the passing of the PRAXIS 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 tests.

During the 2024-2025 completer cohort year, 99.45% of candidates (n=182/183) took a licensure test; the majority 88% (n=161) took the Praxis exam affiliated with their content area and others 12% (n=22) took a certification test from another state. Collectively, 81% (n=148) of candidates who took a state certification test passed the exam. Pass rates, above, vary by program. In particular, we acknowledge that 69/79 or 87.34% of elementary education completers took and passed at least one of the 4 subtests required for elementary certification, although only 36/65 or 53.73% took and passed all 4 required tests. This will change in the future, since faculty noted that this (24-25) cohort of completers had been told they only had to take 1 of the subtests. Future cohorts will be required to take all 4 subtests in order to meet the COEDU policy.

We consistently monitor candidate adherence to our testing policy. Program faculty have access to real-time updates of their students' test results (updated twice weekly, on Mondays and Wednesdays), and are formally notified of the students who are non-compliant by October 1st of each year. Faculty are expected to support teacher candidates, guiding them to register and take the test, and offering those who attempted but did not pass a licensure test access to free online tutoring provided by the COEDU through 240 Tutoring, an online test support company. Our curriculum materials specialist serves as the point person in providing tutoring materials and online access. An additional compliance check is run prior to candidates' return to campus in January. Any candidates who have not yet taken a licensure test meet with the Associate Dean to establish a plan for taking a licensure test prior to program completion. These conversations are used to inform additional licensure testing supports for future cohorts.

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

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 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 15-20%. In 2024 the response rate was 16.67%, while in 2025 the rate increased to 13.34%

2025 Program Exit Survey Completer Analysis

The key themes identified from open-ended survey responses related to program strengths.

1. Clinical and Practicum Experiences: Candidates cited extensive, realistic field experiences as a major strength.
2. Supportive Faculty: Faculty were frequently described as helpful, caring, and responsive.
3. Curriculum Quality: Content was viewed as rigorous, relevant, and aligned with standards.
4. Resources and Facilities: Students appreciated access to strong instructional resources.
5. Cohort Collaboration: Peer support and collaboration contributed positively to the experience.

The above 5 major themes were identified as strengths. Candidates repeatedly highlighted the quality, quantity, and realism of field placements. Candidates praised faculty members' availability, communication, and encouragement. The quality of instruction and curriculum were consistently ranked above the standard. Candidates highlighted the standards alignment, the content as being relevant and useful, and the teaching methods superior. The quality of resources, facilities and opportunities were appreciated by students and campus resources, tools, and learning spaces were acknowledged. The candidates referenced feeling supported by one another through cohort and peer collaboration.

The key themes identified from open-ended survey responses related to program areas for consideration.

1. Logistics & Scheduling: Candidates frequently cited difficulties with travel, timing, and school placements.
2. Financial Support: Many candidates expressed concerns about financial challenges during student teaching/residency.
3. Communication & Organization: Respondents requested clearer expectations, better coordination, and timely instructions.
4. Coursework Structure: Suggestions included reducing redundancy, increasing relevance, and aligning workload.
5. Technology & Resources: Candidates requested more support using required tools and systems.

The program exit survey also contains a section addressing the AAQEP aspects related to standard 2 and standard 3. The survey asks the candidates to rate their preparedness relating to these standards and aspects on a scale of 1 through 5, with 1 representing little preparation, 2 representing somewhat prepared, 3 representing neutral, 4 well prepared, and 5 exceptionally prepared. Given the candidates are novice beginner teachers, results are not unexpected. Standard 2a demonstrated the lowest average scores of 3.32 and 3.28, showing moderate preparation with inconsistent opportunities to engage with communities and diverse learners. This result is expected given the

teacher candidates are not the teacher of record, may not have ample opportunities to engage with community agencies, and may be overly focused on their residency placement rather than the full extent of their multiple clinical experiences. Standard 2b shows candidates feel they understand and are able to design culturally responsive practices, while considering the needs of diverse learners. Candidates feel well prepared in classroom competencies and are adequately prepared for supporting learners' perspectives. The strongest items on the AAQEP aspects is the candidates' preparedness in the areas of professional growth and collegial learning. The stronger statistics on curriculum and field experiences can attest to the programs' efforts to frequently align the curriculum to the progressive field experiences throughout the program.

AAQEP Standards Exit Survey Data Summary Report on AAQEP Aspects (N = 176)

Standard 2a — Engagement with Communities & Diverse Learners

- Preparedness to engage community agencies: Mean 3.32 (SD 0.98)
- Opportunities to engage with diverse learners: Mean 3.28 (SD 1.05)

Standard 2b — Serving Diverse Learners

- Understanding needs of diverse learners: Mean 4.04 (SD 0.64)
- Designing culturally responsive practices: Mean 4.02 (SD 0.67)

Standard 2c — Creating Learning Environments

- Using professional strategies: Mean 4.13 (SD 0.65)
- Using technology effectively: Mean 4.07 (SD 0.79)

Standard 2d — Supporting Learners' Perspectives

- Supporting differing perspectives: Mean 3.86 (SD 0.77)
- Supporting global perspectives: Mean 3.90 (SD 0.8)

Standard 2e — Professional Growth

- Goal setting and reflective practice: Mean 4.23 (SD 0.6)
- Continuing professional growth: Mean 4.28 (SD 0.62)

Standard 2f — Collegial Learning

- Learning with other students: Mean 4.19 (SD 0.8)

Standard 3ab — Curriculum & Field Experiences

- Curriculum aligned with standards: Mean 4.14 (SD .79)
- Quality field experiences: Mean 4.16 (SD 0.76)

For the most recent completer cohort (Spring 2025; n=176) a few other notable strengths emerged:

- 72.16% of candidates felt the K-12 students and placements in which they worked were very diverse.
- Over 96% felt well prepared to adapt their professional practice in the future as needed.
- Over 95% felt that their understanding of their professional standards improved as a result of the program.
- 93.75% felt their clinical mentor educator teacher(s) or site mentor(s) were effective or highly effective.

The College of Education gained some substantial ground on areas of concern from two years ago and recent College actions helped us achieve these notable gains:

- In 2023, 59% of candidates felt adequately or well prepared for the content area exams. In 2025, 72% felt adequately or well prepared for the content area exams, an increase of 13% in two years. 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 has included 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 Social Studies candidates, which compiled resources for their specific test in one location, and held sessions with these teacher candidates to orient them to the drive and available materials. The CML also offered certification exam peer-tutoring sessions in the fall of 2024 and fall and spring of 2025, and plans to continue this practice each semester, inviting candidates who have already successfully passed their exams to provide their cohort colleagues with strategies, resources, and insights they found particularly helpful. Finally, the Associate Dean for Teacher Education has made a concerted effort to consistently promote these materials, sharing them with students, faculty, and part-time faculty members at the beginning of every semester and on an as-needed basis.

- The College has made a concerted effort to strengthen advising throughout the program. In 2023, 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. Unfortunately in 2024, this number dropped to 80% of completers who felt the advising was either effective or highly effective. We believe this is in direct correlation to the process of moving toward residency and is reflective of the associated programmatic changes rather than the advising itself. The 2025 completers responded similarly; 79% felt the advising was either effective or highly effective; a drop from 80% in 2024. We believe this is based on the candidates' involvement in residency, where flexibility is sometimes interpreted by candidates as uncertainty. We anticipate that satisfaction with advising will return to typical levels for 2026 completers.
- The COEDU currently does not have a dedicated building for the College of Education. In 2025, only 76% of candidates felt facilities, indoor space and furniture were adequate or outstanding. We have limited areas for candidates to collaborate in spaces throughout our current building. The Dean continues to advocate for these kinds of spaces within the larger university context. Many candidates' resources are housed in the Curriculum Materials Library (CML), in the Robert Carothers Library; candidates often perceive these resources as separate from the College of Education because they are not in the physical space associated with the College of Education.

2 year program follow-up survey of recent graduates (2023 completer graduates were surveyed in 2025)

Response rate: N = 25/148 (17% response rate)

When looking at our 2 year out follow-up survey, of the responses received from the 2023 graduates, surveyed in the summer of 2025, some key findings indicated the following:

2-Year Alumni Survey Summary Report

The COEDU alumni report strong preparation and confidence in professional growth, collaboration, and assessment design. The lower scores observed were in the areas of cultural responsiveness, global perspectives, and family engagement. The importance ratings remain high across all areas, indicating alignment between perceived value and program goals. The highest preparation scores were in the areas of professional growth (4.31) and collaboration with peers (4.15). The lowest preparation scores were in the areas of global perspectives (3.54) and family engagement (3.46). Alumni confidence in these areas mirrors the preparation trends, with global perspectives being the lowest (3.62). Traditionally lower scores are observed in global perspectives and family engagement for novice teachers, as

these areas are often learned over the first 5 years of teaching. Professional growth remained high, as it was also high in the program completer results from the recent graduates.

Qualitative Feedback Themes:

Some feedback centered on the need for culturally responsive teaching strategies integrated into coursework. There were requests for advocacy training and support for marginalized students (LGBTQ+, students of color).

Based on these analysis some COEDU recommendations could be to:

- Enhance curriculum on cultural responsiveness and global perspectives through case studies and simulations.
- Introduce workshops on family engagement and advocacy skills for new teachers.
- Provide targeted resources and mentorship for supporting marginalized student populations.

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.

The questions on the survey were as follows:

- How well are program completers from URI able to do the following:
 - 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
 - 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

The Average performance range (mean) 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

Though with only 14 respondents, this data cannot really be generalized, 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. Rhode Island had the largest increase of multilingual learners in the nation over the last decade, so this is not surprising in light of school district needs. Areas of strength included collaborating and maintaining professional relationships with colleagues and designing, preparing for, and implementing lessons that help students become proficient in Rhode Island Student Standards.

Some qualitative response examples include:

“This is tough because {teacher X} teaches music and is a one person department. He has been a great addition. I was surprised there was not a classroom management item [on the survey] as that is traditionally a struggle for first year teachers.”

“The teacher is responsive to constructive feedback regarding their instruction and pedagogy; meets professional duties consistently; and demonstrates a belief in students' potential to learn and grow in their content area.”

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.

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 is always 1 year in arrears. 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 2022 through 2024 and the certification areas and local districts in which our program completers are employed. Hiring data is not yet available for 2025 completers.

The final data point ED-Prep provides is data on the teacher effectiveness of our program completers based on their evaluations as practicing teachers of record by their district. This data, however, is not disaggregated by program or personally identifiable. Data for the most recent completer cohorts (2025) is not yet available in the ED-Prep RI database.

For the 2021-2022 completers, 137 of 168 (82%) attained certification in Rhode Island, and of those, 62 (45%) are currently employed in Rhode Island schools during the academic year 2024-2025.

For the 2022-2023 completers, 116 of 174 completers (67%) attained certification in Rhode Island, and of those, 60 (52%) were employed in Rhode Island schools by academic year 2023-2024.

For the 2023-2024 completers, 111 of 186 completers (60%) attained certification in Rhode Island, and data is not yet available for those who were hired for academic year 2024-2025. For the 2023-2024 completer cohort, 115 were Rhode Island residents and 72 were not. Approximately 39% of the 2024-2025 completers are residents from outside of Rhode Island.

There is no current data available for the 2024-2025 completers as RIDE remains 1 year in the arrears.

Regarding program effectiveness, data is available 2023-2024. Of the 156 teacher educators evaluated from the University of Rhode Island, 143 (92%) attained a rating of either “Effective” or “Highly Effective” on the teacher educator evaluation, with 41% of these candidates reaching the level of highly effective. Fifteen completers attained a rating of developing, while 0 received a rating of ineffective.

Out of the 3,858 Rhode Island teachers evaluated, 3,640 (94.4%) 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 (-2.4%) as all practicing Rhode Island teachers, regardless of years of teaching experience.

It is encouraging to see high numbers of URI teacher graduates receive certification from the state of Rhode Island. The last three available completer cohorts earned Rhode Island teacher certification at rates of 82% (2022), 67% (2023), and 60% (2024). For the most recent cohorts available, it is also interesting to see that the percentage of those staying in RI to teach is also increasing, with 45% (2022 completers) and 52% (2023 completers), respectively. This is a promising trend, since approximately half of students enrolling at URI are in-state and half are out-of-state.

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 students 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, seven of whom are dedicated primarily to initial licensure programs, with successful searches for three elementary education faculty, one successful search for an early childhood education faculty member, a successful search for the special education program coordinator, and the successful negotiation to move a secondary math faculty member from part- to full-time in the College of Education.

The initial licensure programs also benefitted from the faculty hired in TESOL/BDL since they began offering an Introduction to Multilingual Learner Education course as an elective for all programs and requirement for the

elementary education program. In addition to re-designing the special education program, the special education faculty member coordinated the elementary and special education dual program during the last two years of its existence (23-24 & 24-25). All three searches for elementary faculty, the early childhood faculty member, and the secondary math faculty shift from part to full time took place during the 24-25 academic year, resulting in start dates of August 2025 for all five positions. As a result, we have significantly reduced our number of part-time faculty associated with teaching courses in elementary education, and have filled the gap left by an early childhood faculty member who had been in a phased retirement plan during the 23-24 and 24-25 academic years.

Although quality assurance systems (Watermark/TaskStream) have formally remained the same for the 24-25 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

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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 Exam	All candidates are expected to take a licensure content test (Praxis or the equivalent in the state in which they intend to teach) prior to program completion.	99.5% of our 2025 candidate completers took the PRAXIS exam, or their state equivalent licensure exam.

	Candidates are not required to pass the licensure test prior to program completion.	
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.	100% of candidate completers meet this expectation prior to student teaching/residency.
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.	100% of candidate completers meet this expectation at the conclusion of student teaching/residency.
Pedagogical and Content Measures: <ul style="list-style-type: none"> • Lesson Planning Tasks and/or • Case Studies 	Candidates must earn “Meets the Standard” or better on all rubric elements for Planning Task(s) or Case Study Tasks.	100% of candidates meet this expectation either prior to student teaching/residency or at the completion of student teaching/residency, depending on where the program has included the assessment.
Pedagogical and Content Measures: <ul style="list-style-type: none"> • Tiered Impact on Student Learning Assessments (3) 	Candidates must earn “Meets the Standard” or better on all rubric elements for the final Impact on Student Learning Assessment.	100% of candidates meet this expectation at the conclusion of student teaching/residency.

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
Licensure Program Exit Survey	Between a 95% - 100% response rate is accomplished given it is embedded as a course assignment for the seminar connected to residency in TaskStream.	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 (17%) , we aspire to attain a 30% response rate on this survey. We rose from last year and have moved the survey to Qualtrics from Survey Monkey, offering a more streamlined process for respondents to complete the survey.	<p>We are investigating multiple mechanisms for interacting with our alumni in conjunction with the URI Foundation.</p> <p>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.</p>
District/School 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.	<p>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.</p> <p>The Rhode Island Department of Education voiced its intention to take</p>

		over the employer survey process, and did in 2025, in conjunction with the COEDU's state accreditation cycle. However, we suspect that it will not sustain this practice and that the COEDU will again take responsibility for collecting this data.
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 (92%) in comparison to all RI teachers (94.4%); 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 2024-2025. As part of our assessments, programs participate in an annual "data day" where faculty meet to review the data from assessments, surveys, and field experiences and write a data-informed narrative on progress, accomplishments, and proposed innovations. This year, both raw data and specific faculty-requested reports were provided to programs prior to the data day convening. Faculty met and discussed trends, and then completed a Continuous Improvement Google Form, responding to four prompts:

- Based on the data, briefly summarize any patterns that you identified (e.g. areas of strength, opportunities for improvement, scores related to specific rubrics if applicable, etc.)
- Based on the data, describe strategies or actions your program will take to improve or sustain future performance. Please include a timeline of implementation and metrics for these strategies/actions, as appropriate. Consider this the beginning of your program's continuous improvement plan. This plan can include

goals, desired targets, rationale, implementation strategies and steps, and metrics used to monitor and evaluate strategies/actions for effectiveness.

- Identify any suggestions for provider level (EPP) changes or improvements here. The Ed Prep Leadership Committee will review these suggestions in future licensure committee meetings, as appropriate. Please include any specific data, sources, and results that support the rationale for your provider level suggestions.
- Is there any other data you would like us to collect or provide you with in the future?

Below are summaries of the program-specific narratives from the 2025 data day.

Areas of progress, accomplishments, and innovations for Early Childhood Education:

1. Comprehensive and Systematic Program Transition:

- Since the program moved to the College of Education in 2020, it has built a complete assessment system for PreK-2 grades that matches professional and state standards.
- Our curriculum teaches candidates how to teach young children using developmentally appropriate methods, while supporting diverse backgrounds through evidence-based practices.

2. Positive Outcomes from Surveys

Feedback from clinical educators, program exit surveys, and employers highlight several key strengths of the program, including the following:

- Consistent small class sizes: The program allows candidates to build knowledge through regular direct contact with both their classmates and instructors.
- Content and Pedagogical Knowledge: Candidates show excellent knowledge of teaching subjects and effective methods while using superior educational resources and proven teaching methods.
- Professional Dispositions: The program develops essential professional mindsets and work habits through these activities. The college uses Starfish and the ProCAD process, as part of its structured candidate support system. Candidates take part in professional development sessions throughout the semester during the Medallion Ceremony KDP Convocations and student-led campus events.
- Candidates receive ongoing academic guidance from multiple advisors throughout their entire program.

3. Alignment with Standards

Graduates exhibit strong proficiency in applying professional teaching and content standards in their everyday teaching:

- State Standards: The state of Rhode Island uses their Early Learning and Development Standards (RIELDS) and Professional Teaching Standards (RIPTS) to define their expectations.
- National Standards: Our program meets standards from NAEYC (National Association for the Education of Young Children), AAQEP (Association for Advancing Quality in Educator Preparation), and other content-specific organizations.

4. Systematic and Well-Planned Curriculum

The Early Childhood program offers a step-by-step academic path designed to teach candidates how to create teaching methods that match child development stages while considering cultural backgrounds and research-based findings for children from birth to age 8. Graduates learn to provide strong support for young children through age 5 in addition to Pre K-2 because of their extensive foundational training in early education and child development.

Practicum Opportunities: Candidates get real-world teaching practice through their child development lab work and PreK-2 teaching sessions at local public schools and state schools. Teaching programs use structured methods to let students work with all early childhood age groups before they practice their skills in actual classroom settings.

5. A Centered Focus on Diversity, Technology, and Stakeholder Engagement

Graduates demonstrate exceptional competence in:

- Addressing and incorporating diversity in classrooms.
- Using technology tools to create better educational experiences for students.
- Effectively develop strong connections with families, local groups, and professional peers.
- Establishing official guidelines and teaching methods to help candidates reach their highest potential in their field of study.

6. Innovative Online Program (Launched Fall 2024)

The Online Early Childhood Education program gives working professionals the chance to learn in a flexible environment that provides high-quality instruction at the same level as traditional programs. The new online program assists the ECE workforce and more people from underrepresented groups to become early childhood educators

regardless of their work and life commitments. In general URI early childhood education has strived to meet the State and national needs and to solve staffing problems in the field of early childhood education and care.

Areas of progress, accomplishments, and innovations for Elementary Education:

The Elementary program successfully moved to full-year residency this year. We look forward to the data from our first residency year to determine how we can make things more effective and efficient. The elementary education field experiences are deeply embedded into our curriculum, providing many opportunities for our candidates to connect content and pedagogy through strong field experiences. A wonderful outcome of residency has been the development of strong district partnerships. Twenty-six of our candidates were placed in the Cranston school district this residency year. The district is actively involved in supporting our candidates and housed a residency seminar in the district. We look forward to more of our candidates being placed in partnership districts and in integrating our partners in revising and perhaps co-teaching our core seminar course.

The College's addition of a comprehensive professional competencies and disposition assessment process (ProCADs), with implementation at various points throughout the program of study to fully address all three key aspects of effective teaching: content knowledge, performance and dispositions (Laughter, Brown, & Neu, 2022), better prepares our candidates for the teaching profession.

Areas of progress, accomplishments, and innovations for Secondary English Education:

The depth and breadth of content knowledge developed in coursework required of all English majors at the University of Rhode Island, taught by brilliant and engaged English faculty in close partnership with the Secondary English Education program coordinator Dr. Diane Kern has increased candidate content knowledge for their teaching practice. Due in part to this longstanding partnership and collaboration with the English Department and the program coordinator, all candidates were available to work at least two full days in residency in fall 2025.

The program faculty are involved in work in RI schools, and are knowledgeable of curriculum, instruction, assessment, and RIDE initiatives, who view clinical educators and administrators as members of our program success team.

The program embodies sociocultural and constructivist teacher education theoretical perspectives in action through a thoughtfully designed course curriculum and sequence that has a school-based experience connected to coursework

each semester of the professional sequence. We value candidates', school colleagues', community members', and one another's funds of knowledge, local, global and international perspectives, and strive to listen and learn with and from another. We believe that teacher candidates can and will learn if together we locate their zone of proximal development and provide the right tools to support their learning. We believe in a cognitive apprenticeship and coaching model based on a gradual increase in responsibility to learn the knowledge, skills, and dispositions required of a successful beginning teaching professional.

The professional network of program alumni who work in and lead Rhode Island schools is strong. Alumni often teach pedagogical courses, or serve as clinical educators; they are often special educators, teachers of the year, principals, PhDs, and education policymakers.

Areas of progress, accomplishments, and innovations for Secondary Mathematics Education:

The secondary mathematics program has been consistent in coupling a practicum course each semester candidates are in their professional sequence with associated pedagogy courses. This design is in line with the Realistic Teacher Education, which highlights the need for interaction between theory and practice as interwoven elements rather than separate elements (Korthagen, 2004; Korthagen, Kessels, Koster, Lagerwerf, & Wubbels, 2001). As such, candidates have found both the practicum experiences and methods/pedagogy courses to be effective (exit survey; practicum average: 5/5 methods courses average: 4.83/5)

We have increased our support for candidates to pass their licensure tests by integrating test preparation activities into the instruction and assessment tasks in the second junior practicum course, EDC 332. Secondary mathematics candidates indicate that they felt adequately prepared for their content examinations.

Secondary mathematics teacher candidates previously identified that they did not feel adequately prepared for knowing the secondary school mathematics curricula. To address this, we added two mathematics courses (fall 2013): MTH 420 Re-examining Mathematical Foundations for Teachers and MTH 391 Problems in Mathematics. Both courses are taken in the semester prior to full-time residency concurrent with the methods course. Through these courses, secondary mathematics teacher candidates indicated that they have developed a deeper understanding of the mathematics that they teach.

Areas of progress, accomplishments, and innovations for Secondary Science Education:

The secondary curriculum was modified so that candidates in each discipline moved through the program as a cohort, taking linked pedagogy courses and practicum as a developmental sequence. There were several elements put in place to encourage candidates to connect their knowledge and work across courses. For example, candidates were required to maintain a Personal Assessment Knowledge Base (PAKB) assignment in EDC 331 and EDC 332 that requires candidates to identify resources they used during their junior courses that they will use to support their unit planning in the final methods class, as well as their residency. This task is designed to facilitate candidates accumulating and reusing knowledge and resources for teaching. In their exit survey, candidate completers indicated that the curriculum and experiences were very often clear and coherent.

The science teaching methods course has been restructured to focus on understanding the Next Generation Science Standards (NGSS) as well as the use of High Quality Curriculum Materials (HQCM). The planning task in science teaching methods course has been adapted to focus on the use of High Quality Curriculum Materials such as the OpenSciEd curriculum units. Instead of creating a science unit based on arbitrary sources that candidates may have found online, class time is dedicated to discussing and experiencing lessons from an HQCM exemplar unit. The OpenSciEd Instructional framework is also discussed, and candidates now adopt and adapt lessons from an OpenSciEd unit to create their own unit plan. Exit survey feedback indicates that candidates are confident in their knowledge of these standards and ability to apply them and for each RIPTS, the candidates felt well prepared or exceptionally well prepared.

The pass rate for science candidates for licensure tests has increased. A Praxis readiness self-assessment activity has been added to the second junior practicum course, EDC 332. The College has also increased its capacity to support candidates who do not initially pass their test(s) as they prepare to retest during the fall of their final year of the program. As a result, all of our current science candidates have passed their respective Praxis tests from 2021-2025.

Areas of progress, accomplishments, and innovations for Secondary Social Studies/History Education:

The communication with residents, clinical educators and university supervisor(s) is consistent and frequent where high expectations are clear and attainable. The ProCADs are emphasized and reviewed frequently to assess candidate dispositions. Residents are introduced to the RI State Social Studies Standards (2023) and are expected to use these standards in developing the Understanding by Design unit and lesson plans.

Residents are introduced to a myriad of instructional practices and resources to help them develop their lesson plans,

including state approved curriculum materials. Residents learn to use student data (both formative and summative) to assess learning. Opportunities to collaborate with various members of the school community are encouraged and modeled. Residents are encouraged to seek learning opportunities for themselves and their students outside the classroom. Residents receive expert advice on preparing their professional resume and participate in mock interviews with professionals in the field. Residents receive support to prepare for State Teacher Assessments - 240 Tutoring, resources available through URI Curriculum Materials Library.

Areas of progress, accomplishments, and innovations for Health and Physical Education (HPE):

We continue to improve candidate performance and program competitiveness within the region through engagement with our school partners, candidates, and faculty. Accordingly, our strengths are:

- Data driven assessments using the TaskStream accreditation data management system
- Instruction and teaching guided by the most current standards (RIPTS and SHAPE national professional standards)
- Assessments of all learning products are based on most recent professional standards: RIPTS and SHAPE HETE and PETE professional society standards (previously AAHE and NASPE) and implemented at multiple time points to assure the consistent experience throughout and program quality.
- Practice-based learning is encouraged to help candidates apply learned knowledge to real-world challenges. In particular, the HPE program is currently transitioning fully to the residency cohort model. As a result, candidates will have one additional year teaching experience in public schools (1.5 years for residency vs. 1 semester in the past).
- The HPE program prides itself on offering a learning environment that embraces equity and diversity.
- The HPE program offers a streamlined program from admission to completion, with clear expectations for each transition point in an effort to assure consistency.
- The HPE program incorporates the BRIDGE-RI materials into appropriate courses to assure teacher candidates fulfill Rhode Island's Right to Read Act awareness requirement.
- The program supports a comprehensive disposition assessment (ProCADs), with implementation at various points throughout the program of study to fully address all three key aspects of effective teaching: content knowledge, performance and dispositions (Laughter, Brown, & Neu, 2022) thus better prepare our candidates for their teaching profession.
- The College of Education staff support for the program is exceptional. They provide support from practicum placements to facilitating, establishing and strengthening our relationships with schools and districts. This is

crucial to provide support for candidates' field experience. For example, candidates consistently rated high on quality of their teaching practicum experience and mentorship received at their placement(s) in their exit survey.

- Dedicated supporting team for candidates' success from the College advisors. Our most recent exit survey (2025) revealed that 92% of candidates felt effective or highly effective for the advice they received during the program to enable them to grow and develop.

Areas of progress, accomplishments, and innovations for Music Education:

The graduates of the University of Rhode Island's music education program make up 40 percent of the in-service music teachers in Rhode Island, a testament to the success of the program. The program has been further streamlined to make room for year-long residencies for an "all-subjects" license. The support of the Office of Clinical and Community Partnerships within the College of Education is appreciated. The program is delivered primarily by one full time faculty member, who also serves as the Director of Music Education. All other courses are delivered by part-time faculty or full-time faculty who teach one music education related course (e.g., MUS 340 taught by the Director of Bands). Collaboration among part-time faculty has led to more comprehensive and equitable solutions; at URI part-time faculty have risen to the expectation that their efforts go beyond the contractual expectations of course instruction (e.g., building school partnerships, annotating syllabi, participating in planning meetings, creating assessments, meetings regarding student progress).

Areas of progress, accomplishments, and innovations for School Library Media Education:

The School Library Media program prides itself on the individual attention and support it provides candidates. This small program allows the advisor, who is also the program coordinator, a main instructor, and the university supervisor, to get to know each candidate and provide customized support throughout the program.

The program is standards-based and the coursework is tightly aligned to the RIPTS and ALA/AASL/CAEP School Librarian Preparation Standards. The program remains rigorous and relevant to current school library practices. A high volume of up-to-date content is covered in each seven week course and courses feature assignments that activate hands on and higher level thinking. The advising process and graduate school resources provide support throughout the program and beyond program completion. The program of study advising document is a comprehensive planning document used with each candidate to keep them on track for timely graduation. A school library media program advising site in Brightspace provides all candidates resources and detailed instructions to support their success. The

program has maintained a 100% pass rate on the updated PRAXIS School Librarian Test since ETS implemented it in 2021 through 2025.

Areas of progress, accomplishments, and innovations for Special Education:

In the special education program specifically, we have noted several ways we use data to make programmatic changes previously. In addition to these changes within our program, we offer the follow examples of how we use data to inform changes:

- In EDS 501, Co-Teaching and Collaboration, candidates are required to learn about IDEA (2004) and write annual goals and short term objectives for Individualized Education Programs (IEPs). In terms of assessing candidates for these skills we routinely analyze data as a faculty. For example, in 2019, the program noted that the scores on the IEP assignment were trending down.
- Candidate scores on the case study trended upward over the last three years. On the five items of the clinical educator evaluation, candidates were scored strongly, hovering near 3.0, with a slight downward trend in some areas for the 2019 cohort. The university supervisor followed the same analysis. Lesson plan scores for candidates collaborating with others and the community was very high, averaging 3.0 for the 2018-2019 cohorts.
- Scores on the IEP trended downward over the three years (3.0, 2.38, 2.10). Candidates were evaluated on their ability to develop long-range individualized instructional plans in both general and special education curricula. Likewise in the case study task, candidates scored lowest on their ability to develop individualized plans that used explicit modeling and guided practice to ensure acquisition and fluency through maintenance and generalization. The same area of concern occurred on the lesson plan task, with candidates scoring lowest on their ability to use evidence-based strategies to individualize instruction (2.14) and also the ability to develop individualized learning objectives (2.21). Taken together, the ability to develop and use individualized instructional practices to support all candidates should be an area for future reflection and attention.
- In the dual residency program, during 2023-24, data analysis from this task, program faculty discovered that there was one candidate who was rated below the standard on being able to write short term goals and objectives. This was confirmed with our data breakdown on the Praxis assessment, which indicated our candidates were scoring lowest in the area of special education law (which includes the development of IEP goals/objectives). This information was helpful to the program, and the program faculty developed a new course dedicated to Special Education Law and Ethics, which was approved in the spring 2024. All candidates going forward will take this course as part of the program.

In the redesign of the MA program the special education program used the following data:

- As mentioned above, candidates' Praxis scores prompted the development of a course devoted to the law and ethics (approved in spring 2024).
- Clinical Educator feedback, along with candidate feedback prompted the program to develop a Special Education 4+1 Advanced Bachelors to Master Degree program that will replace the dual Elementary and Elementary Special Education undergraduate Residency Pilot Program. We will continue to use clinical educator, candidate, and program assessment system data to inform whether the 4+1 program is effective at meeting the needs of teacher candidates.
- Even though the Dual Residency Pilot program is being closed, we continued to collect and act on program data from faculty, candidates, and school-based clinical educators (cooperating teachers) to improve the experience for all involved. For example, notes were compiled by program faculty from their experiences in the 2023-2024 dual Elementary and Elementary Special Education residency program to make changes and strengthen the program with the 2024-2025 cohort.
- Changes related to professional updates in the field of special education were important to ensuring our candidates were best prepared for the profession. As noted, we redesigned the MA Program in Special Education to be aligned to the High Leverage Practices, CEC Professional Standards (2020) and RIPTS. These updates improved the consistency across candidates' experiences. In addition, we designed our program to ensure that candidates are better able to support students with literacy-based disabilities (i.e. adding four literacy courses for all candidates to earn the Dyslexia Knowledge and Skills Graduate Certificate, meeting the Right to Read requirements for educators) and developing a year-long residency for special education candidates.