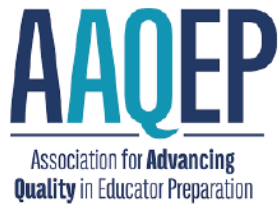




THE
UNIVERSITY
OF RHODE ISLAND

ALAN SHAWN FEINSTEIN
COLLEGE OF EDUCATION
AND PROFESSIONAL STUDIES



Quality Assurance Report
Utilizing the 2020 Guide to AAQEP Accreditation
Advanced Licensure Programs
Submitted by:
The School of Education University of Rhode Island
December 3, 2021



INTRODUCTION

AAQEP Institution and College Introduction Advanced Programs

Advanced Certification Programs included in this QAR	Degree	Additional Programs
Reading Specialization PK-2	MA in Education	Dyslexia Certificate
Special Education Specialization 1-6, 7-12	MA in Education	
TESOL/Bilingual Dual Language Immersion PK-12 (TESOL) PK-2, 1-6, 7-12 (BDL)	MA in TESOL/BDL	MLL Training

University of Rhode Island Historical Context:

The University was chartered as the state's agricultural school in 1888. The Oliver Watson farm was purchased as a site for the school, and the old farmhouse, now restored, still stands on the campus. The school became the Rhode Island College of Agriculture and Mechanic Arts in 1892, and the first class of 17 members graduated two years later.

The Morrill Act of 1862 provided for the sale of public lands. Income from these sales was to be used to create at least one college in each state with the principal purpose of teaching agriculture and mechanical arts. From this grant of land comes the term "land grant," which applied to the national system of state colleges. In a later adaptation of the concept, federal funds given to colleges for marine research and extension are called "sea grants."

In 1909 the name of the college was changed to Rhode Island State College, and the program of study was revised and expanded. In 1951 the college became the University of Rhode Island by an act of the General Assembly. The Board of Governors for Higher Education appointed by the governor became the governing body of the University in 1981. In 2020, The Board of Trustees became the University's governing body.

The board is a public corporation that appoints and reviews the President. The board is also responsible for establishing performance goals for the president and the University. Further, the board is responsible for the buildings, employees, and property of the University. The board also approves the budget, the awarding of degrees, and the awarding of tenure to faculty.

The board consists of 17 members initially appointed by the governor in consultation with the University president, and with the consent of the Senate. Additionally, the University president appoints one full time student and one faculty member to serve on the board as non-voting members in ex officio capacity. The chair of the Council on Postsecondary Education and the chair of the Rhode Island Board of Education also serve in an ex officio capacity.

University Characteristics:

The main campus is located in the historic village of Kingston in southern Rhode Island. In order to better achieve its mission as a land grant, sea grant, and urban grant institution, campuses have also been established in the rural environmental haven of western Rhode Island (W. Alton Jones Campus), on the shores of Narragansett Bay (Narragansett Bay Campus), and in the urban center of Providence (Alan Shawn Feinstein College of Education and Professional Studies). Teaching, scholarship and service at all of URI's campuses highlight its traditions of natural resource, marine, and urban related research. Most URI students come from Rhode Island (52%) -- Followed by Massachusetts (12%), Connecticut (7%), New Jersey (6%), and New York (6%). On average, URI full time degree-seeking undergraduates are 21 years old -- 11 percent are 25 or older. The most popular undergraduate major is Nursing - followed by Psychology, Communication Studies, Kinesiology and Human Development & Family Studies. The University serves approximately 14,073 undergraduate and 2,747 graduate students, and has an FTE of approximately 905 as of Fall 2020.

The Wall Street Journal's SmartMoney magazine has once again cited the University of Rhode Island as one of the best values in higher education. In its nationwide survey examining the relationship between tuition costs and graduates' earning power, URI is ranked 13th in the nation among public and private institutions and ranked the highest in New England.

University Mission Statement:

The University of Rhode Island is the State's public learner-centered research university. We are a community joined in a common quest for knowledge. The University is committed to enriching the lives of its students through its land, sea, and urban grant traditions. URI is the only public institution in Rhode Island offering undergraduate, graduate, and professional students the distinctive educational opportunities of a major research university. Our undergraduate, graduate, and professional education, research, and outreach serve Rhode Island and beyond. Students, faculty, staff, and alumni are united in one common purpose: to learn and lead together. Embracing Rhode Island 's heritage of independent thought, we value: Creativity and Scholarship, Diversity, Fairness, and Respect, Engaged Learning and Civic Involvement, & Intellectual and Ethical Leadership.

Alan Shawn Feinstein College of Education and Professional Studies Values

The Alan Shawn Feinstein College of Education and Professional Studies embraces the multiple dimensions of diversity, equity and inclusion in the pursuit of excellence in academic, professional, and career advancement.

Alan Shawn Feinstein College of Education and Professional Studies Mission

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

Alan Shawn Feinstein College of Education and Professional Studies Vision

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

Aspirational Organizational Objectives

The Alan Shawn Feinstein College of Education and Professional Studies will:

- Increase levels of productivity and quality in academic research, scholarship, and granting by tenure-track faculty;
- Expand internal and external instructional opportunities that enhance student academic and professional development successes;
- Enhance social justice activities that support academic and professional advancement for students, staff, and faculty;
- Develop international experiences for students, staff, and faculty that enhance research, instructional, and community service activities;
- Develop marketing, recruiting, academic, student services, and technology strategic plans to support organizational objectives; and,
- Construct, evaluate, and implement a bold fundraising agenda that supports innovation in education technology, experiential learning, and organizational improvement.

The College's School of Education will:

- Increase research, scholarship, and grant funding productivity and quality that address national, regional, and state educational challenges;
- Strengthen current – and expand into new – educator preparation program advancements in partnership with P-20 school, corporate, and community organizations;
- Create experiences that enhance social justice activities to support academic, professional, and socioemotional advancement for students, staff, and faculty;
- Increase external organizational engagements through (a) research, faculty, and student exchanges; and (b) exploration of joint research projects, degree programs, and certificates;
- Enhance efficiency of data collection and evaluation processes that measure academic, organizational, and professional advancement effectiveness.

Summation

Ultimately, by respecting the multiple pathways to achieve personal, educational, and professional objectives, the diverse learning environments offered by the Alan Shawn Feinstein College of Education and Professional Studies will provide students with necessary intellectual transformations to participate successfully in an economically and technologically evolving society. In support of these efforts, the College and its units will develop indicators and associated metrics that measure annual progress toward short-term and long-range objectives.

Program Rationale, Standards Alignment, and Curricular Coherence

The Unit Assessment System for the School of Education, the Professional Education Unit at the University of Rhode Island, is set up to provide for the collection and analyses of data relative to candidate performance and unit operations. The purpose of this data collection is twofold, to evaluate the progress of program candidates and to improve programs at both the initial and advanced levels. Through the Unit Assessment System we collect data within and across programs for analyses. The unit assessment analyzes data on unit operations and the aggregated data on candidate performance. These data are used to measure unit effectiveness and promote program improvement.

Unit Assessment System Processes

Data from candidate assessments and unit operations are examined by the Program Assessment Coordinator and the individual programs. The School of Education's Unit Assessment System is outlined in Figure 1. They review aggregated data on candidate performance and data on unit operations. This data is used to make judgments about program and unit effectiveness. Each program approves a Program Assessment Plan that specifies assessments for examining individual performance at various transition points across each program to make judgments about candidate progress through programs.

The program level and unit level assessments are linked to provide a consistent and rich level of data for review. The program level critical performance assessments and follow-up data from programs (e.g., graduate surveys, employer surveys) serve as data for unit level assessments. The program level assessments are moving toward common formats to provide common data for aggregation:

1. Licensure assessment, or other content-based assessment
2. Content-based assessment
3. Assessment of candidate ability to plan instruction
4. Assessment of internship, practicum, or other clinical experience
5. Assessment of candidate effect on student learning
6. Additional assessment program based
7. Additional assessment program based
8. Additional assessment program based (optional)

A report at the program and unit level is written analyzing the data from assessments above (1-8). The report represents how the data are used to improve both candidate performance and program quality. This description, while based on individual assessments (1-8), is a summary of findings, the faculty's interpretations, and changes made at the program and unit levels. Each report describes the steps program faculty have taken to use information from assessments to improve both candidate performance and the program outcomes. This information should be organized around (1) content knowledge, (2) pedagogical and professional knowledge, skill, and dispositions, and (3) effects on student learning and on creating environments that support learning.

It is the responsibility of the assessment coordinator and the program Leaders to coordinate follow-up surveys for candidates and employers, common critical performance tasks, training and technical studies to ensure reliable and valid data.

System Components Figure 1 identifies the relationship of programs to the unit during the assessment process. Central to this process is the collection of data from program and unit assessments, a data management system, unit and program teams, the council of teacher education, an assessment coordinator, and the unit head.

Unit Operations and Program Assessments are intended to systematically collect data central to the operation of units and programs. For the unit this includes data on:

1. Advisement – e.g., program, career
2. Instruction – e.g., teaching, evaluation, clinical experiences, course logistics
3. Records – e.g., programs of study, check sheets, licensure
4. Resources – e.g., facilities, personnel, equipment/technology, funding
5. Faculty Matters—e.g., workload, evaluation/performance reviews, diversity, development, voice
6. Candidate Matters – e.g., diversity, complaints, student groups, communications

7. Staff Matters – e.g., diversity, workload, evaluation/performance reviews, development, and voice
8. Organization– e.g., governance, management, climate

Individual programs also collect data to help in the assessment of candidates and of programs themselves. Data include:

1. Learning Products– based on institutional, state and professional society standards, professional knowledge/skills/dispositions and impact on student learning, and specified proficiencies (e.g. candidates' portfolio tasks).
2. Transition Points – Individual candidate records on pre-specified program transition points (e.g., program admission or exit)
3. Program Components – learning products aggregated by courses, field experiences, and other such curricular elements (e.g. aggregated performances in a capstone course).
4. Post-Program Assessments – follow-up surveys of program completers and their employers as well as results from state licensure tests and external reviews (e.g., Rhode Island state program reviews).

The Data Management System is the system by which information is collected for data analyses and report writing. We are presently under contract with TaskStream and have standardized and moved all critical performance tasks, evaluation instruments, and follow-up instruments to this system.

Table 1. Program Assessments – Education

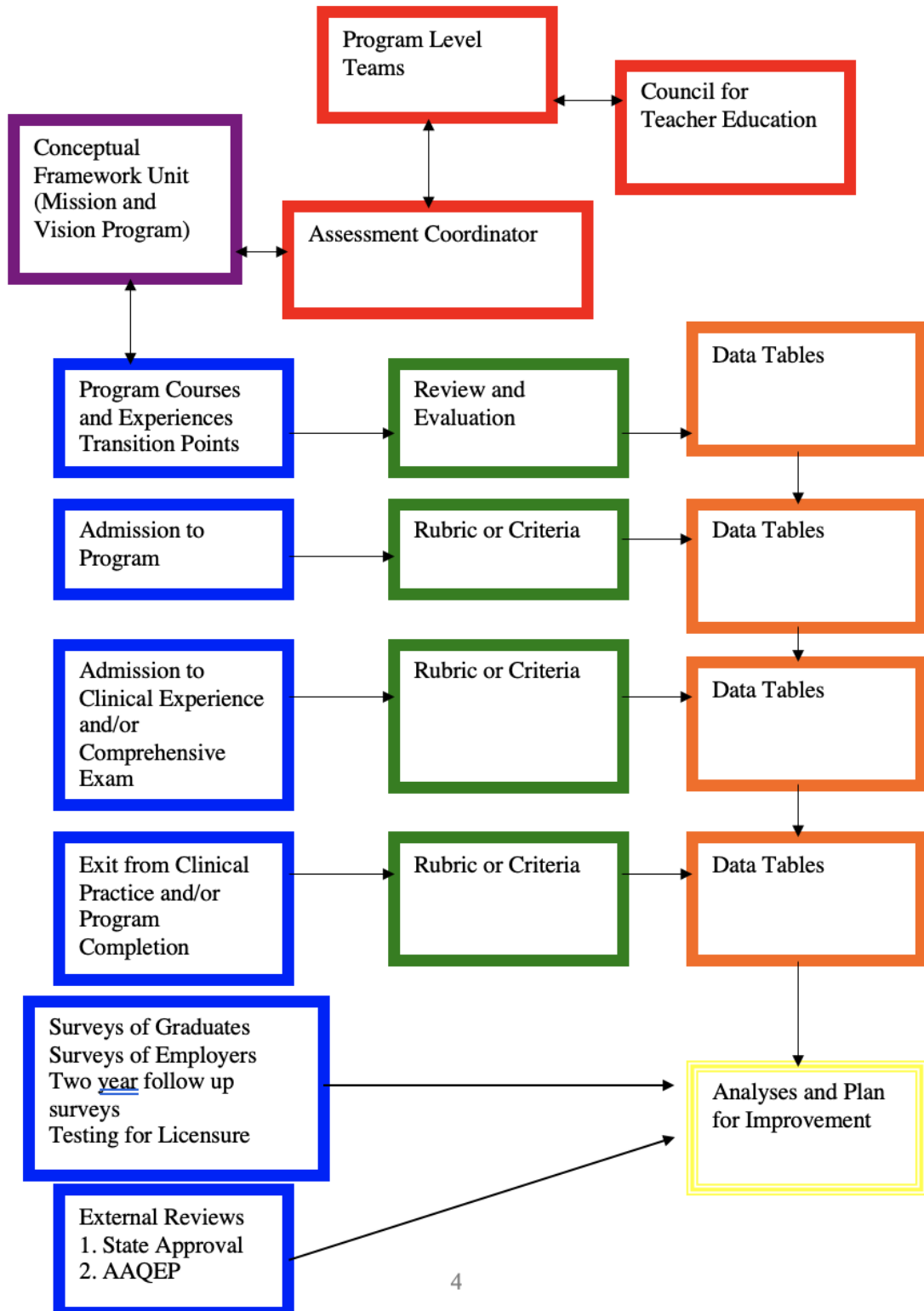
Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered	Attachments		
			Assessment	Scoring Guides/ Criteria	Data Table
1. Licensure assessment, or other content-based assessment					
2. Content-based assessment					
3. Assessment of candidate ability to plan instruction					
4. Assessment of internship, practicum, or other clinical experience					
5. Assessment of candidate effect on student learning					

6. Additional assessment					
7. Additional assessment					
8. Additional assessment (optional)					

Use of Assessment Results to Improve Candidate and Program Performance

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty have taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) pedagogical and professional knowledge, skill, and dispositions, and (3) effects on student learning and on creating environments that support learning.

Figure 1 Unit Assessment: University of Rhode Island



Summary of Program Strands/Options, Enrollment, and Staffing

Programs Offered:

Certification for TESOL, Reading and Special Education is offered at the graduate level. The MA in Special Education is currently paused while the SOE secures resources to hire faculty to replace two special education faculty members who have left the University.

RI State Approval:

All programs are fully approved by the Rhode Island Department of Education (RIDE) . The last full continuing approval visit (PREP-RI) from the RIDE was in the spring 2017. Approval was granted through 2023.

National Recognition:

All programs were fully nationally recognized by their Specialized Professional Associations (SPAs) and fully nationally accredited by NCATE in 2015, through 2022, prior to the department transitioning to AAQEP in 2020.

URI Demographics and Enrollment

Table 1. URI Applications and Acceptances Fall 2020

Total first-time, first-year (freshman) men who applied	9,507
Total first-time, first-year (freshman) women who applied	14,349
Applied Total	23,856
Total full-time, first-year (freshman) men who were admitted	6,750
Total full-time, first-year (freshman) women who were admitted	11,263
Admitted Total	18,013
Total full-time, first-time, first-year (freshman) men who enrolled	1,380
Total part-time, first-time, first-year (freshman) men who applied	9
Freshman Men Subtotal	1,389
Total full time, first-time, first-year (freshman) women who enrolled	1,899
Total part-time, first-time, first-year (freshman) women who enrolled	1,913
Freshmen Women Subtotal	1,913
Total Freshmen	3,302

Table 2. URI Enrollment Fall 2020

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	1,380	1,899	9	14
Other first-year, degree-seeking	5	7	11	17
All other degree-seeking	4,137	5,260	531	700
Total degree-seeking	5,522	7,166	551	731
All other undergraduates enrolled in credit courses	10	13	48	32
Total undergraduates	5,532	7,179	599	763
Graduate				
Degree-seeking, first-time	205	304	67	117
All other degree-seeking	427	730	284	414
All other graduates enrolled in credit courses	7	5	81	106
Total graduate	639	1,039	432	637
Total all students	6,171	8,218	1,031	1,400

Total all undergraduates 14,073
 Total all graduate 2,747
GRAND TOTAL ALL STUDENTS **16,820**

Table 3a. Alan Shawn Feinstein College of Education Undergraduate Enrollment Fall 2020

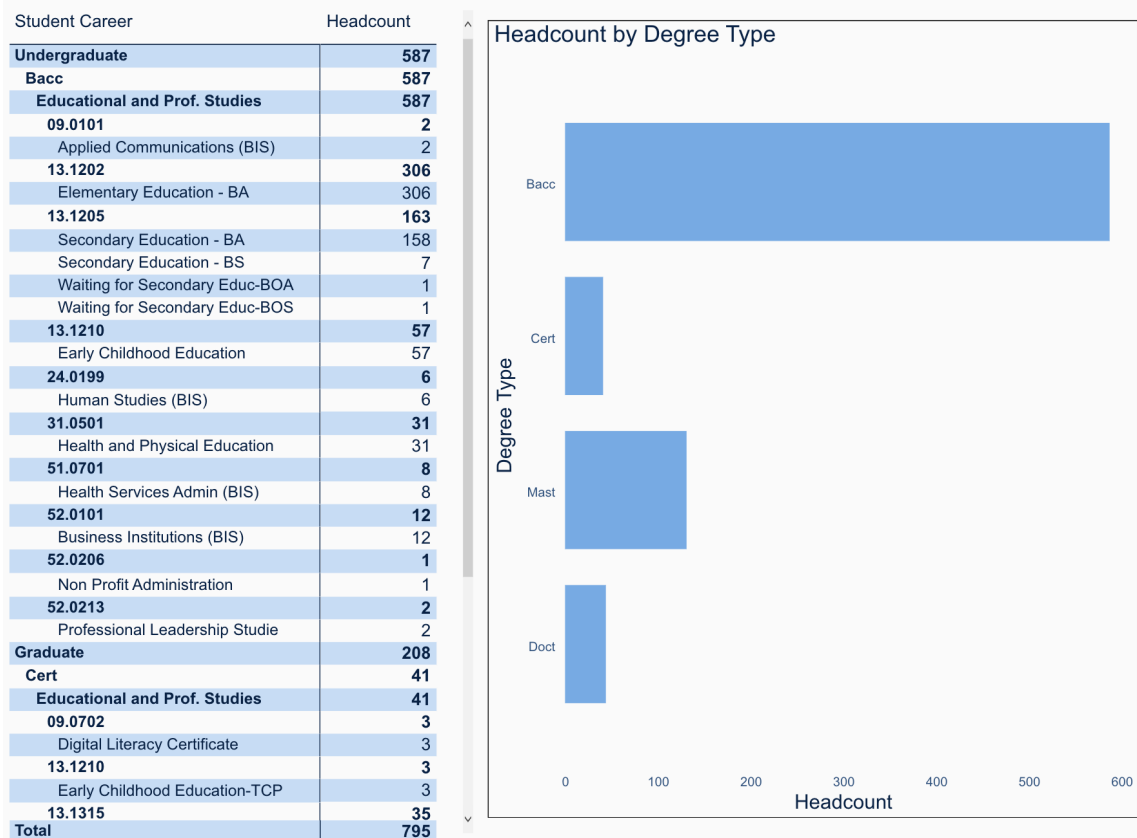


Table 3b. Alan Shawn Feinstein College of Education Graduate Enrollment Fall 2020

Student Career	Headcount
Graduate	175
Mast	131
Educational and Prof. Studies	131
13.0101	65
Education - MA	29
Education MA-TCP	37
13.0406	24
College Student Personnel	24
13.1401	45
Master of Arts in TESOL/BDLI	45
Doct	44
Educational and Prof. Studies	44
13.0101	44
Education (joint with RIC)-PHD	44
Total	175

Table 4a: Undergraduate Race/Ethnicity of College of Education and Professional Studies Fall 2020

Student Career	2+ Races	American Indian / Alaska Native	Asian	Black / African American	Hispanic / Latino	Nonresident Alien	Not Specified	White	
Undergraduate	12	2	6	24	45	2	18	478	
Bacc	12	2	6	24	45	2	18	478	
Educational and Prof. Studies	12	2	6	24	45	2	18	478	
09.0101			1					1	
Applied Communications (BIS)			1					1	
13.1202	6	1	3	8	23	1	2	262	
Elementary Education - BA	6	1	3	8	23	1	2	262	
13.1205	5		1	10	14		5	128	
Secondary Education - BA	4		1	10	13		5	125	
Secondary Education - BS								7	
Waiting for Secondary Educ-BOA					1				
Waiting for Secondary Educ-BOS	1								
13.1210	1	1	1	2	4		1	47	
Early Childhood Education	1	1	1	2	4		1	47	
24.0199				1			1	4	
Human Studies (BIS)				1			1	4	
31.0501				1	2	1	2	25	
Total	16	3	9	33	51	10	59	614	

Table 4b: Graduate Race/Ethnicity of College of Education and Professional Studies Fall 2020

Student Career	2+ Races	American Indian / Alaska Native	Asian	Black / African American	Hispanic / Latino	Nonresident Alien	Not Specified	White	
Graduate	4	1	3	9	6	8	37	107	
Mast	3		3	5	4	3	35	78	
Educational and Prof. Studies	3		3	5	4	3	35	78	
13.0101	1		2	4	2	2	11	43	
Education - MA				4	2	1	4	18	
Education MA-TCP	1		2	1		1	7	25	
13.0406	1			1		1	15	6	
College Student Personnel	1			1		1	15	6	
13.1401	1		1		2		11	30	
Master of Arts in TESOL/BDLI	1		1		2		11	30	
Doct	1	1		4	2	5	2	29	
Educational and Prof. Studies	1	1		4	2	5	2	29	
13.0101	1	1		4	2	5	2	29	
Education (joint with RIC)-PHD	1	1		4	2	5	2	29	
Total	4	1	3	9	6	8	37	107	

Table 5: Faculty Full Time Equivalent (FTE) and Staffing 2016-2021

<i>COLLEGE OF EDUCATION & PROFESSIONAL STUDIES</i>					
Student:Faculty Ratio Target	ACAD YEAR	FACULTY FTE³	CRD HR¹	CREDIT HR PER FTE	STU:FAC RATIO²
CEPS	2016-2017	73.63	35,803	486.2	16.2
CEPS	2017-2018	64.4	29,910	464.8	15.5
CEPS	2018-2019	64.9	31,082	478.8	16.0
CEPS	2019-2020	71.0	28,637	403.4	13.4
CEPS	2020-2021	51.7	22,949	443.6	14.8
AVG S:F Ratio (Three Years)	AY 2019-AY 2021				14.7
TARGET					

Table 6 2020-2021 Faculty FTE Distribution/Credit Hours/Student:Faculty Ratio

	FACULTY FTE	CREDIT HOURS	CREDIT HR PER FTE	STU:FAC RATIO	Percent Instructor Distribution			
					Tenure Track Faculty	Clinicals	Lecturers	Part Time Faculty
EDUCATION/PROFESSIONAL STUDIES	51.7	22,949	443.6	14.8	42%	0%	12%	46%
EDUCATION	31.9	12,034	377.7	12.6	67%	0%	9%	23%
PROFESSIONAL STUDIES	19.9	10,915	549.1	18.3	0%	0%	16%	84%

Overview of the Self-Study, Including Summary of the Method and Participants

The School of Education formed an AAQEP executive committee in September of 2020 when the faculty voted to discontinue accreditation with CAEP and begin the program accreditation process with AAQEP. This team consisted of the Dean, the School of Education director, the Office of Teacher Education director, and the Outcomes Assessment Coordinator. In the fall of 2021, the committee added a part time instructor, and a graduate assistant in the PhD program to help with report drafting and data analysis. This team met bi-weekly over the course of an entire year working through the process of writing the QAR with the faculty.

100-Day strategic plans were created in the fall of 2020 and AAQEP workshops took place during the monthly faculty meetings throughout the 2020-2021 academic year where the leadership team presented on topics such as the AAQEP process, the standards, and what type of evidence had to be presented and analyzed.

The table below delineates the QAR standard **lead** writer(s) and evidence collector(s). This is applicable to both the initial and advanced QARs. Program faculty mainly wrote the aspects of standard 1A though 1F.

Table 7

	Dean, CEPS	Director, SOE	Director, OTE	Outcomes Assessment Coordinator	Lecturer	PhD graduate assistant	SOE Faculty
Introduction				X			
Standard 1				X		X	X
Standard 2		X			X		
Standard 3			X				
Standard 4				X			
Conclusion	X	X				X	
Appendix A			X				
Appendix B				X			
Appendix C	X		X	X			
Appendix D		X					
Appendix E				X			

THE CASE FOR STANDARD ONE: CANDIDATE/COMPLETER PERFORMANCE

URI School of Education AAQEP Quality Assurance Report for Advanced Licensure
Programs

Fall 2021-Spring 2022

Standard 1

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[TESOL/BDL 1F](#)
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Introduction

The case for standard 1: Candidate/Completer performance examines the question: *How do completers perform as professional educators with the capacity to support success for all learners*. Below standard 1 data and narrative are presented for the following advanced programs: TESOL/BDL, Reading, and Special Education-MA. These programs offer advanced certification at the graduate levels (MA). All programs can lead to an education master's degree (30 credits). The TESOL/BDL certification (21 credits) can be attained without completing all the degree requirements. Data is presented for each aspect of standard 1 separately by program, beginning with standard 1A.

1A. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought

[TESOL/BDL 1A](#)

Program Overview: Completers of the TESOL/BDL program must successfully complete the following coursework (7 courses, 21 credits):

- EDC 420/LIN 420: Second Language Acquisition and Assessment (3 credits)
- EDC 501: Socio-Cultural Aspects of Language Minority Education (3 credits)
- EDC 526: Applied Linguistics for TESOL/BDL (3 credits)
- EDC 563: Literacy for Multicultural Populations (3 credits)
- EDC 516: Teaching Dual Language/English as a Second Language (3 credits)
- EDC 515: Structured English Immersion and Sheltered English (3 credits)
- EDC 519: Teaching Internship in TESOL/Dual Language Immersion (3 credits)

Successful completion of the coursework requires that candidates earn a B- or higher in 400-level courses, a C or higher in 500-level courses, and maintain a 3.0 GPA throughout the program. Prior to enrolling in EDC 519, the final internship, program participants must successfully pass Praxis English to Speakers of Other Languages (5362). A minimum passing score is 155. Additionally, candidates must meet or exceed standard in seven critical performance tasks throughout the program. These seven tasks are embedded as assignments within the courses listed above. Below is a table of the critical tasks and the courses in which they are connected:

AAQEP Standard	Critical Performance Task/s	TESOL/BDL Course
Candidates demonstrate content, pedagogical, and professional knowledge relevant to their credential.	School or District-Based Problem/Advocating for Change: Planning and Implementation	EDC 501: Planning EDC 516: Implementation
Candidates demonstrate knowledge of learners, learning theory (social, emotional, and academic) and application of learning theory	Case Study	EDC 519

Candidates demonstrate knowledge of culturally responsive practice (including the intersectionality of race, ethnicity, class, gender identity and expression, sexual identity), and the impact of language acquisition and literacy development on learning	Planning for Diverse Learners	EDC 563
Candidates demonstrate knowledge of assessment of and for learning, assessment and data literacy, and use of data to inform practice	Standardized Assessment Critique	EDC 420
Candidates demonstrate knowledge of the creation and development of positive learning and work environments	Final Evaluation of Performance	EDC 519
Candidates demonstrate dispositions and behaviors required for successful professional practice	Teaching Philosophy	EDC 519

1a. Content Knowledge

Overview: All program completers demonstrate content knowledge on *Praxis English to Speakers of Other Languages (5362)*. According to *Praxis 5362 Study Companion (2021)*, the test, “is designed to measure basic linguistic and pedagogical knowledge for those interested in working in the context of teaching ESOL in elementary or secondary schools” (p. 5). The questions on the assessment align to TESOL International Association’s *Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education*.

The full assessment includes 120 multiple choice questions. The assessment has a maximum time allotment of 120 minutes, which includes listening questions. All questions fall within one of the six following content categories:

- Foundations of Linguistics (18% of examination)
- Foundations of Language Learning (22% of examination)
- Planning and Implementing Instruction (23% of examination)
- Assessment and Evaluation (15% of examination)
- Culture (11% of examination)
- Professionalism and Advocacy (11% of examination)

Data Analysis: Between 2017-2019, 41 program completers took *Praxis 5362*. candidates need a minimum score of 155 to be eligible for certification; all 41 candidates exceeded that minimum score. It should be noted that all of our program completers must earn a 155 or higher on *Praxis 5362* prior to completing their final internship. At this point, we do not have data about how many times the candidates took the assessment to earn a passing score of 155. The average score of our program completers was 178.6 with a range of 161-200. Below is a summary chart of how our program completers performed on the assessment within each content category.

Content Category	Avg. Score	Avg. # of Questions*	Difference
Foundations of Linguistics	12.8	22	-9.2
Foundations of Language Learning	17.6	26	-8.2
Planning and Implementing Instruction	19.8	28	-8.2
Assessment and Evaluation	12.3	18	-5.7
Culture	9.3	13	-3.7
Professionalism and Advocacy	9.1	13	-3.9

*Source: *Praxis 5362 Study Companion*

Data Interpretation: There are variations between versions of *Praxis 5362*. Therefore, the exact number of questions within each content area category can vary between program completers. However, these averages reveal that our candidates' content knowledge strengths fall within the categories of Culture and Professionalism and Advocacy. Our candidates' content knowledge area of growth falls within the category of Foundations of Linguistics.

Candidates must maintain a 3.0 GPA to successfully complete our program. There are seven courses in the program required for certification, one research course, and two elective courses. All courses, with the exception of the final internship, are fully online and asynchronous. Candidates in our 2017-2018 cohort had an average GPA of 3.92. Candidates in our 2018-2019 cohort had an average GPA of 3.86.

1a. Pedagogical Knowledge

Overview: All program completers are required to take EDC 501: Socio-Cultural Aspects of Language Minority Education. This course provides an analysis of the social, political, historical, cultural, economic, and linguistic factors affecting educational quality and access to education of language minority candidates. The following goals drive the content and assessment of the course.

EDC 501 Course Goals: candidates will...

1. Demonstrate an understanding of historical trends and legal issues related to the education of language minority candidates.
2. Analyze educational policies and practices affecting language minority candidates including program design and models, curriculum and instruction, identifying and exiting candidates, and monitoring candidates' progress with consideration of social, political, historical, cultural, economic, and linguistic factors.
3. Analyze the impact of effective parent communication and involvement and advocacy for language minority candidates.

The major assignment in EDC 501 is titled, "School or District-Based Problem/Advocating for Change." In this assignment, program completers become informed and active participants in acknowledging current, research-based problem/s in education for language learners. As a result of their research and actions, they will become agents of change who advocate for positive improvements in the TESOL/BDL world.

Currently practicing teachers select a current problem in their school or district that impacts language learners. Preservice teachers select a global problem impacting TESOL/BDL education to advocate for change (e.g. standardized assessments, accommodations, accountability, program models, policies, textbook and/or resource access, school-home communication). Below are the steps to complete the Planning Stages of the “School or District-Based Problem/Advocating for Change” assignment:

1. Identify the Current Problem

- Describe your district and/or school.
- Describe your role in your district and/or school.
- What is the current problem? Why does it need to be resolved? Why has it not been resolved?
- What is the impact of the problem on the following TESOL standard domains: language, culture, instruction, assessment, and professionalism? Consider all stakeholders (e.g. candidates, teachers, families, administration, taxpayers, etc.).

2. Identify the Learning You Need in Order to Solve the Problem

- Describe your knowledge base in identifying and attempting to resolve the problem.
- What do you need to learn in order to best resolve the problem?
- What research do you need to conduct to facilitate that learning?
- What professional development do you need to seek and/or deliver to help resolve the problem?
- Develop a timeline of when you will conduct your research. Include a list of resources (texts, interviews, professional development workshops, webinars, etc.) you plan to use and the purpose of each of those sources.

3. Identify a Resolution to the Problem

- Describe your resolution.
- What will be the impact of the resolution to the problem on the following TESOL standard domains: language, culture, instruction, assessment, and professionalism? Consider all stakeholders (e.g. candidates, teachers, families, administration, taxpayers, etc.).
- Develop an action plan and general timeline to resolve the problem. Include the people who need to be involved and their roles.

All program completers must submit the Planning Stages of the “School or District-Based Problem/Advocating for Change” assignment at the end of the course, EDC 501. The second and final submission of this assignment (Implementation Stages) is submitted at the end of EDC 516, Teaching Dual Language/English as a Second Language. All program completers must “Exceed” or “Meet” standard in the rubric below to be eligible for certification.

Grading Criteria		Exceeds Standard	Meets Standard
Problem Identification	Context of Problem	Student thoroughly describes the school, community, and his/her role in addressing the problem.	Student describes the school, community, and his/her role in addressing the problem.
	Problem Description	Student thoroughly analyzes and describes the current problem. S/he addresses why it needs to be resolved and why it has not been resolved yet.	Student analyzes and describes the current problem. S/he addresses why it needs to be resolved and why it has not been resolved yet.
	Impact of Problem on TESOL Standards	Student includes all aspects of the TESOL standards (language, culture, instruction, assessment, and professionalism) when thoroughly explaining the impact of the current problem. The student considers and includes all stakeholders in the analysis of the problem.	Student includes all aspects of the TESOL standards (language, culture, instruction, assessment, and professionalism) when explaining the impact of the current problem. The student considers and includes most stakeholders in the analysis of the problem.
Learning Identification	Context of knowledge base	Student thoroughly describes his/her knowledge base at the onset of identifying the problem and constructing a resolution to the problem.	Student describes his/her knowledge base at the onset of identifying the problem and constructing a resolution to the problem.
	Learning and Research Needed	Student thoroughly describes the learning, research, and professional development s/he needs to build knowledge and skills to resolve the problem.	Student describes the learning, research, and professional development s/he needs to build knowledge and skills to resolve the problem.
	Timeline of Learning	Student presents a detailed timeline of the research s/he will conduct. Each research component includes the source of that learning (e.g. article title, person of contact, link, etc.) and a detailed purpose of that learning.	Student presents a timeline of the research s/he will conduct. Most research components include the source of that learning (e.g. article title, person of contact, link, etc.) and a purpose of that learning.

Problem Resolution	Resolution Description	Student presents a clear and plausible resolution to the problem. The resolution is based on research, collaboration, TESOL standards, and improving the education for language learners. The resolution has the potential for both short term and long term positive change.	Student presents a clear resolution to the problem. The resolution is based on research, collaboration, TESOL standards, and improving the education for language learners. The resolution has the potential either short term or long term positive change.
	Impact of Resolution on TESOL Standards	Student includes all aspects of the TESOL standards (language, culture, instruction, assessment, and professionalism) when thoroughly explaining the impact of the resolution to the problem. The student considers and includes all stakeholders in their analysis of the resolution.	Student includes all aspects of the TESOL standards (language, culture, instruction, assessment, and professionalism) when explaining the impact of the resolution to the problem. The student considers and includes most stakeholders in their analysis of the resolution.
	Action Plan	Student develops a thorough action plan proposal, which includes a detailed timeline, of the steps needed to resolve the problem. Any additional people who are needed to resolve the problem are included in this action plan; their roles are also clearly identified and defined.	Student develops an action plan proposal, which includes a timeline, and the steps needed to resolve the problem. Any additional people who are needed to resolve the problem are included in this action plan; their roles are also identified and defined.
Professionalism	Clarity of Response	Student's writing is a pleasure to read; ideas are well understood and are free of any mechanical errors.	Student's writing is easy to read; ideas are understood and mostly free of mechanical errors.
	Tact of Response	Student demonstrates professionalism when presenting a problem; s/he understands the complexity of an issue and the collegiately needed to resolve it.	Student mostly demonstrates professionalism when presenting a problem; s/he is beginning to understand the complexity of an issue and collegiately needed to resolve it.
Scoring		4 points	3 points

Data Analysis: Between 2017-2019, 64 program completers completed this assessment. Below is a summary of performance on the “School or District-Based Problem/Advocating for Change” assignment in 2017.

Rubric Criteria	Average for Group
Problem Identification: Context of Problem	96.07
Problem Description	90.71
Impact of Problem on TESOL Standards	91.79
Learning Identification: Context of knowledge base	95
Learning and Research Needed	91.07
Timeline of Learning	87.14
Problem Resolution: Resolution Description	85
Impact of Resolution on TESOL Standards	88.57
Action Plan	84.64
Professionalism: Clarity of Response	91.07
Tact of Response	80

The data table above shows that the 2017 cohort's greatest strengths were identifying the context of the problem and how that problem is connected to the TESOL standards. The area in greatest need for improvement is their tact of response, which includes demonstrating a need to collaborate with other colleagues on how to resolve the problem.

Below is a summary of performance on the "School or District-Based Problem/Advocating for Change" assignment in 2018.

Rubric Criteria	Average for Group
Problem Identification: Context of Problem	94.4
Problem Description	87.07
Impact of Problem on TESOL Standards	88.79
Learning Identification: Context of knowledge base	93.53
Learning and Research Needed	84.05
Timeline of Learning	86.21
Problem Resolution: Resolution Description	87.93
Impact of Resolution on TESOL Standards	88.79
Action Plan	88.36
Professionalism: Clarity of Response	94.83
Tact of Response	88.79

Data Interpretation: The data table above shows that the 2018 cohort's greatest strengths were the clarity of their response and providing context to identifying the problem. The area in greatest need for improvement is identifying the research and learning needed to resolve the problem.

1a. Professional Knowledge

Overview: All program completers are required to take EDC 516: Socio-Cultural Aspects of Language Minority Education. This course includes methods and materials for those who plan to teach English as a second language, bilingual, or dual language immersion programs. candidates develop and implement appropriate teaching strategies applied in a unit plan. This methods course requires candidates to explore pedagogical approaches embedded in the TESOL Standards as well as the World Class Instructional Design and Assessment (WIDA) Standards.

EDC 516 Course Goals: candidates will...

1. Explore factors that influence effective second language instruction by observing, reflecting on, engaging in and analyzing the teaching of English language learners or dual language immersion learners.
2. Identify and examine one's attitudes and beliefs about second language teaching and learning.
3. Plan to teach and conduct assessments in responsive ESOL lessons to English learners or Dual Language Immersion lessons to second language learners.

The major assignment in EDC 516 is the implementation stages of the "School or District-Based Problem/Advocating for Change" assignment. Program completers submitted the planning stages of this assignment in EDC 501. Below are the steps to complete the implementation components of the assignment:

Implementation and Reflection Stages for School/District-Based Problem

4. Implement Your Resolution

- Conduct the research identified during your planning stages. Write an abstract for each resource you used (or professional development workshop you attended) and how it met your purpose. Include an accurate citation for each resource.
- Use your action plan developed in the planning stages to work towards resolving the problem. Highlight any changes you need to make to that plan, including an edited timeline, people involved, and new actions that need to be taken. Add an accurate time log to your timeline.

5. Reflect on Your Problem-Resolution

- What are the short-term and long-term impacts of this resolution on the following TESOL standard domains: language, culture, instruction, assessment, and professionalism? Consider all stakeholders (e.g. candidates, teachers, families, administration, taxpayers, etc.).
- What work still needs to be done (if any) to continue the work you started?
- Reflect on the learning and actions required for you to complete this assignment. What are your most pivotal personal and professional take-aways from completing this work for the improvement of TESOL/BDL education?

All program completers must "Exceed" or "Meet" standard in the rubric below to be eligible for certification.

Grading Criteria		Exceeds Standard	Meets Standard
Implement Resolution	Research and Learning	<p>Student thoroughly and accurately reflects on the learning done in this stage. Research is properly cited from a variety of reliable sources. Abstracts are succinct and clearly connect to problem and/or resolution.</p>	<p>Student reflects on the learning done in this stage. Research is properly cited from a variety of reliable sources. Abstracts are succinct and clearly connect to problem and/or resolution.</p>
	Action Plan	<p>Student demonstrates implementation of action plan proposal, which includes a detailed timeline and duration of the steps needed to resolve the problem. Revisions from proposal are clear. Any additional people who are needed to resolve the problem are included in this action plan; their roles are also clearly identified. Artifacts are provided of the implementation.</p>	<p>Student demonstrates implementation of action plan proposal, which includes a timeline and duration of the steps needed to resolve the problem. Revisions from proposal are clear. Any additional people who are needed to resolve the problem are included in this action plan; their roles are also identified. Artifacts are provided of the implementation.</p>

Reflect on Problem-Resolution	Impact of Resolution on TESOL Standards	Student includes all aspects of the TESOL standards (language, culture, instruction, assessment, and professionalism) when thoroughly explaining the short and long term impacts of the resolution now that it has implementation has begun. The student considers and includes all stakeholders in their analysis of the resolution.	Student includes all aspects of the TESOL standards (language, culture, instruction, assessment, and professionalism) when explaining the short and long term impacts of the resolution now that it has implementation has begun. The student considers and includes most stakeholders in their analysis of the resolution.
	Future Work	Student thoroughly describes the learning, research, and actions needed to continue to resolve the problem.	Student describes the learning, research, and actions needed to continue to resolve the problem.
	Final Reflections	Student presents a detailed reflection and description of how this work (actions and research) has impacted his/her current and future practice. Student explains the most pivotal personal and professional take-aways from implementing change in for EL/DLI education.	Student presents a reflection and description of how this work (actions and research) has impacted his/her current and future practice. Student explains pivotal personal and professional take-aways from implementing change in for EL/DLI education.
Professionalism	Clarity of Response	Student's writing is a pleasure to read; ideas are well understood and are free of any mechanical errors.	Student's writing is easy to read; ideas are understood and mostly free of mechanical errors.
	Tact of Response	Student demonstrates professionalism when presenting a problem; s/he understands the complexity of an issue and the collegiately needed to resolve it.	Student mostly demonstrates professionalism when presenting a problem; s/he is beginning to understand the complexity of an issue and collegiately needed to resolve it.
Scoring		4 points	3 points

Data Analysis: Between 2017-2019, 42 program completers completed this assessment. The 2018 cohort did slightly better overall than the 2017 cohort on the indicators. Below is a summary of performance on the implementation stages of the “School or District-Based Problem/Advocating for Change” assignment in 2017.

Rubric Criteria	Average for Group
Research and Learning	89.66
Action Plan	85.78
Impact of Resolution on TESOL Standards	87.93
Future Work	83.62
Final Reflections	93.1
Clarity of Response	98.71
Tact of Response	91.38

Data Interpretation: The data table above shows that the 2017 cohort's greatest strengths were clarity of response and final reflections on implementing the resolution. The area in greatest need for improvement was their plan for future work to continue to resolve the problem.

Below is a summary of performance on the implementation stages of the "School or District-Based Problem/Advocating for Change" assignment in 2018.

Rubric Criteria	Average for Group
Research and Learning	92.31
Action Plan	88.46
Impact of Resolution on TESOL Standards	87.5
Future Work	89.42
Final Reflections	91.35
Clarity of Response	93.27
Tact of Response	94.23

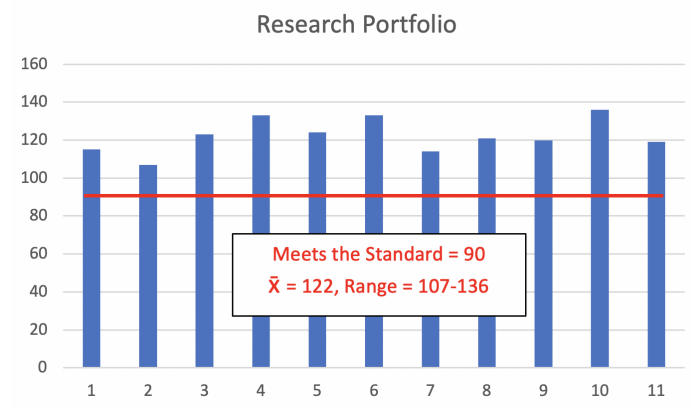
Data Interpretation: The data table above shows that the 2018 cohort's greatest strengths were tact of response, which includes professional collaboration with others to resolve the problem, and clarity of response. The area in greatest need for improvement was how their resolution aligns with TESOL standards.

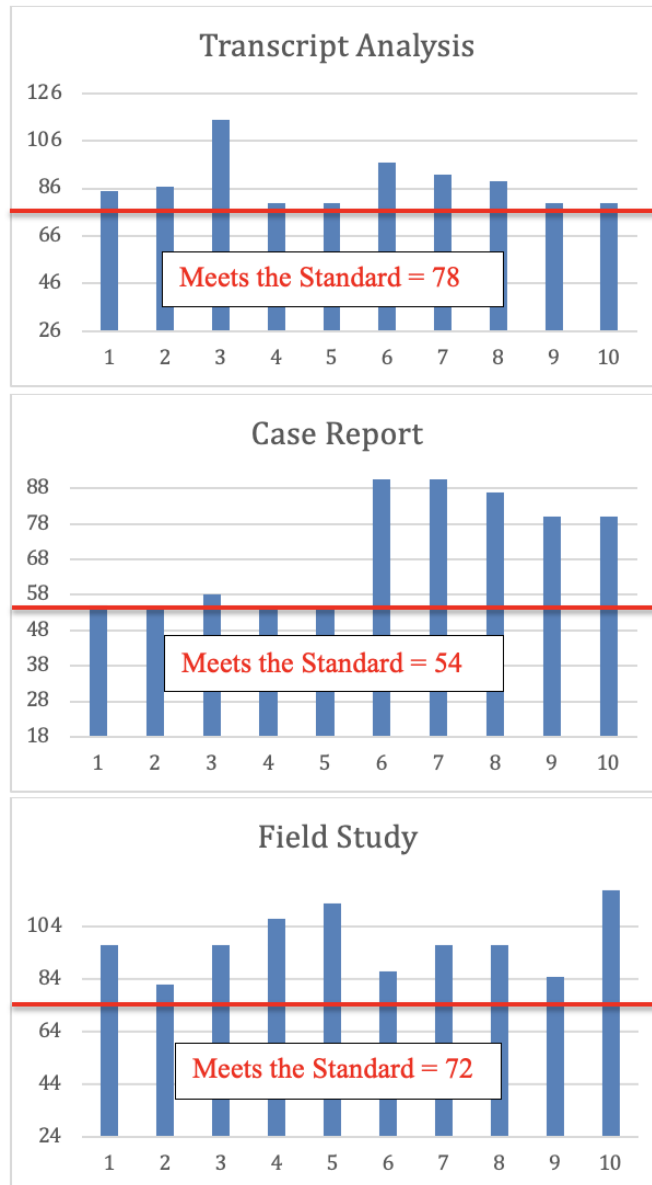
Reading 1A

1a. Content Knowledge

Overview: In the MA/Reading program, content knowledge is assessed informally throughout the program, and formally through specific tasks that are uploaded to the SOE Taskstream portfolio. Those tasks are:

- Transcript Analysis Project (completed in EDC562). This task requires candidates to demonstrate knowledge of comprehension theory, research, and practice. Initially, candidates conduct a text-based discussion of an expository text with candidates in their classrooms. They then learn comprehension theory, research and practice. Candidates use this knowledge to analyze an expository text for the challenges and support it provides readers for comprehension (theory/research), and create a plan to discuss the text with candidates (research/practice). Candidates conduct their discussion, transcribe, code, and analyze it to compare their pre/post discussions along several theoretical and pedagogical dimensions.
- Reflective Research Portfolio (completed in EDC565). This task requires that candidates use content and pedagogical knowledge to read, discuss, and reflect on literacy research, and how it ties to their own instructional practices. They also note changes in their understanding of pedagogy throughout the process.
- Learner Case Report (completed in EDC566 I). This task requires that candidates use content, pedagogical, and professional knowledge to write a diagnostic literacy case report based on assessments the candidate administered to a learner. Candidates analyze the assessments for candidates strengths and needs in reading, writing, spelling and oral language, and put forth recommendations for an instructional plan.
- Field Study (completed in EDC567). This task requires that candidates use content, pedagogical, and professional knowledge to design and implement classroom research into a specific area of need in their classrooms. Candidates design the study, implement the instructional plan, gather and analyze data, write a report, and present the findings to a larger audience.





Data Analysis: The average scores for the Transcript Analysis Project ($\bar{x}=88$), Case Report ($\bar{x}=56$), Research Portfolio ($\bar{x}=122$) and Field Study ($\bar{x}=98$) all surpass minimum requirements for each task. The minimum score received by each student also exceeds the minimum of “meets the standard.”

Data Interpretation: Data show that candidates are meeting or exceeding the requirements set. The Reflective Research Portfolio is providing candidates fundamental content knowledge of reading research and theory, and how that relates to practice. Other areas of the curriculum also provide candidates with content knowledge. The Transcript Analysis, Case Report, and Field Study all show that candidates possess the requisite content knowledge to impact their practices. The Transcript Analysis is specific to candidates' content knowledge of learners and comprehension; whereas the other tasks demonstrate broader content in reading. Although the data do not show areas of weakness, the Reflective Research Portfolio will always be redesigned, based on emerging research in the field.

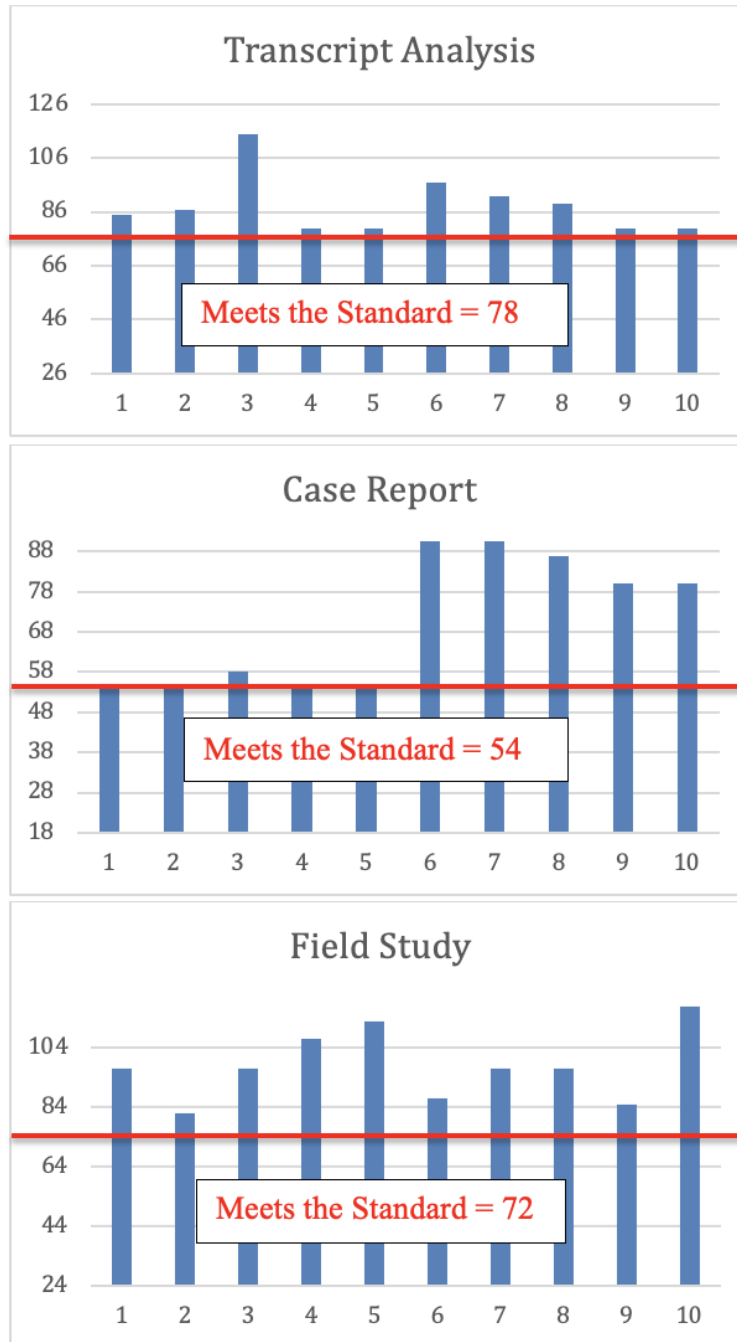
1a. Pedagogical Knowledge

Overview: In the MA/Reading program, pedagogical knowledge is assessed throughout the program, and more formally through specific experiences that are uploaded to the SOE Taskstream portfolio. Tasks are:

Course-Based: Weekly lesson plans: Candidates tutor a student with reading difficulties weekly over the course of a year. Candidates create weekly lesson plans that are evaluated on four criteria [completeness (detailed description of what--learning goals and activities and how; words needed, etc.); planning (based on and appropriate to student needs as informed by data/observations, reflects adequate preparation); and implementation/evidence of preparedness (added after teaching session in which plan was implemented)].

Formal: Candidates complete several practicum experiences as part of their meeting standards. These tasks are:

- Transcript Analysis Project (completed in EDC562). Candidates conduct a text-based discussion of an expository text with candidates in their classrooms. They then learn comprehension theory, research and practice. Candidates use this knowledge to analyze an expository text for the challenges and the support it provides readers for comprehension (theory/research), and create a plan to discuss the text with candidates (research/practice). Candidates conduct their discussion, transcribe, code, and analyze it to compare their pre/post discussions with respect to pedagogical practice and student response.
- Learner Case Report (completed in EDC566 I). Candidates analyze assessments they administered to candidates in the after school literacy program. They must interpret formal and informal scores and write a report that addresses student strengths and needs in reading, writing, spelling and oral language, and put forth recommendations for an instructional plan.
- Field Study (completed in EDC567). Candidates identify an instructional need in their classrooms. They then design and implement an instructional program to address the need. Candidates design the study, implement the instructional plan, gather and analyze data, write a report, and present the findings to a larger audience.



Data Analysis: Candidate performance on weekly lesson plans in the clinical practicum (course-based task in EDC566 I and II) show a developmental progression. At the beginning of the practicum, candidates earn an average of 4.6/10 points for lesson planning, by the end of the first semester, they are earning an average of 8.3/10 points, and by the end of clinical practice, they are earning an average of 9.5/10 points.

The average scores for the Transcript Analysis Project ($\bar{x}=88$), Case Report ($\bar{x}=56$), and Field Study ($\bar{x}=98$) all surpass minimum requirements for each task. The minimum score received by each student also exceeds the minimum of “meets the standard.”

Data Interpretation: Data from the lesson plans show that candidates need quite a bit of support initially to gain the pedagogical knowledge necessary to plan effective lessons. With support, they gain this skill slowly over the course of the year. The area they struggle with the most initially is completeness (average ½ points). This helps us see that candidates need examples and modeling to understand how to create a plan that is complete and clear enough for another to follow.

Data show that candidates are meeting or exceeding the requirements set. The Transcript Analysis, Case Report, and Field Study all show that candidates are able to use fundamental content knowledge in practice. The Transcript Analysis demonstrates that candidates understand best practices in reading comprehension. The Field Study demonstrates that candidates use pedagogical knowledge to impact learning needs within their own classrooms, while the Case Report demonstrates candidates use pedagogical knowledge to impact the skills of a reader who struggles. The Field Study was redesigned in 2021, due to the global pandemic. Candidates documented their journey through teaching during COVID-19, and met as a group with the professors weekly. The mentorship and collegiality resulted in a study of publishable quality. We will be analyzing this more carefully to determine whether this type of study should be one option for field studies in the future. Although the data do not show areas of weakness, we will continually monitor candidate progress to determine the need for additional or different pedagogical approaches.

1a. Professional Knowledge

Overview: In the MA/Reading program, professional knowledge is assessed throughout the program, and more formally through specific experiences that are uploaded to the SOE Taskstream portfolio. Tasks are:

Course-Based:

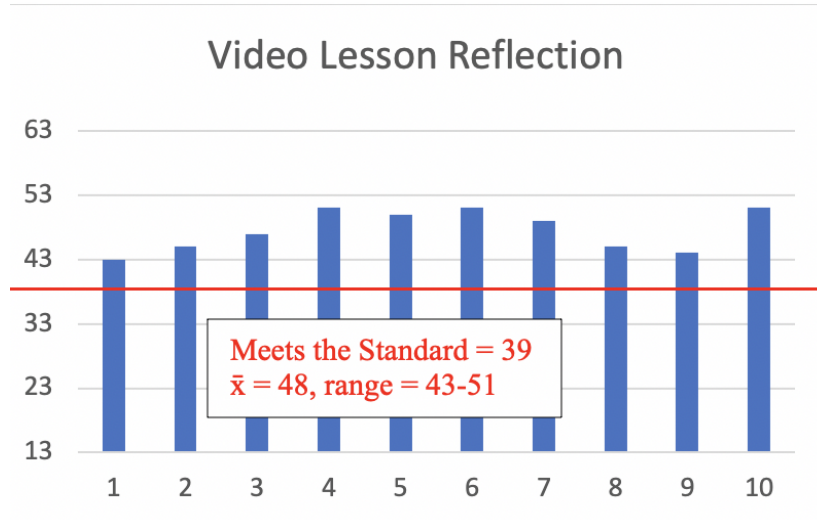
- Weekly reflections: Candidates write weekly lesson reflections that include student data and prescriptive notes. These reflections are evaluated on candidates' reflection of their own teaching based on their responsiveness to student needs, emotional soundness, and zone of proximal development; thoughtful analysis of their preparation and how that may have impacted their teaching; and reflection on student's data or performance that informs next steps.
- Parent meeting (EDC566II): Candidates meet with their tutee's parent/guardian to review the student's assessment results and progress throughout the URI After School Literacy Program. Candidates meetings are evaluated based on professionalism, empathy, accuracy, and response to parental questions/issues.
- Coaching (EDC566 I and II). Although coaching is part of candidates' Taskstream learning experiences, it is informally assessed throughout the clinical experience. Teachers must write weekly coaching reflections on their work with undergraduate pre-service teachers in the Afterschool Literacy Program. These reflections are evaluated based on candidates' mentoring and problem solving skills.

Formal:

- Coaching Task (EDC594): Candidates work with other teachers to assist them in improving their practice. Candidates use their knowledge of learners, pedagogy and research to bring about changes in instructional practices to better learning environments.
- Leadership Task (EDC594): Candidates work with colleagues and school leaders to improve practices related to both in school (classroom climate, instructional practices, etc.) and out of school (working with families, broader agencies, etc.).
- Video lesson reflection (EDC566): Candidates video record themselves in a 90-minute session with their learner. They watch and analyze the video, and reflect on their

teaching approach along several dimensions, including the learning climate and their own level of engagement.

Eleven candidates completed the MA/Reading program between 2018 and 2021. Their data on the tasks is as follows:





Data Analysis: Candidate performance on weekly lesson reflections--a measure of professional dispositions/ knowledge--in the clinical practicum (course-based task in EDC566 I and II) averages 8/10 for the entire year. In weekly coaching reflections on their work with undergraduate students (course-based task in EDC566 I), candidates are provided feedback rather than grades. In parent meetings (course-based task in EDC566 II), candidates earn an average of 28/30 points.

The average scores for the Video Reflection ($\bar{x}=48$), Coaching ($\bar{x}=40$), and Leadership ($\bar{x}=21$) experiences all surpass minimum requirements for each task. The minimum score received by each student also meets or exceeds the minimum of “meets the standard.”

Data Interpretation: Candidates’ performance on weekly lesson reflections--a measure of professional dispositions/knowledge (course-based task in EDC566 I and II) shows a developmental progression. At the beginning of the practicum, candidates earn an average of 7/10 points, by the end of the first semester, they are earning an average of 8.5/10 points, and by the end of clinical practice, they are earning an average of 10/10 points. This development suggests to us that the supervision and mentorship provided in the clinical practicum is essential to candidate growth. Analysis of weekly coaching reflections and subsequent feedback show that the professional knowledge involved in coaching is also developmental. Candidates initially provide only positive feedback; thereby not suggesting areas for improvement. Additionally, they struggle to “let go” of some aspects of teaching so that their mentees can assume responsibility. Through supervision, they are able to provide more specific feedback and engage their mentee in learning. This shows us the value and necessity of ongoing mentoring from the clinic supervisor. With parent meetings, feedback to candidates shows they are strong in empathy and accuracy, but need more support in responding to parent questions, some of which are beyond the scope of candidate involvement with the child, again, suggesting that modeling and supervision are critical to candidate development.

Special Education 1A

Program Overview: Completers in the M.A. in Special Education program must complete a total of 36 credits over three semesters (full-time) or five semesters (part-time).

The program provides a core base of knowledge about candidates at the elementary level through pre-program requirements (elementary education certification) or candidates at the secondary level through pre-program requirements (secondary education certification), and an existing base of knowledge through successful completion of designated tasks.

Courses result in a comprehensive array of taskstream products including:

- Functional Behavioral Assessment (FBA)
- Positive Behavior Intervention Plan (PBIP)
- Language Acquisition Plan (LAP)
- Individualized Education Program (IEP)
- Case Study
- Lesson Observations

Over the course of three (full-time) to five (part-time) semesters at an elementary or secondary setting, special education candidates are assessed by their clinical educators and field supervisors through classroom observations and a summative final evaluation.

1a. Content Knowledge

Overview: All program completers demonstrate content knowledge on the *Praxis Test for Special Education: Core Knowledge and Mild to Moderate Applications (5543)*. According to *Praxis 5543 Study Companion (2021)*, the test, “is designed for examinees who plan to teach candidates with mild to moderate disabilities at any grade level from preschool through grade 12. Its focus is on five major content areas: Development and Characteristics of Learners, Planning and the Learning Environment, Instruction, Assessment, and Foundations and Professional Responsibilities” (p. 5).

For Standard 1A candidates were assessed on several task stream items, including: development of an IEP, Lesson Plans, as well as clinical educator and university supervisor final evaluations. In the IEP, candidates were evaluated on one criterion; in the case study they were evaluated on two criteria; in the final assessments they were evaluated on five criteria.

Data Analysis: Data from these sources were collected from 2017-2019 cohorts. The data reveals generally high mean scores on a three point scale. One exception was on the IEP task regarding awareness of legal matters that are required for a student with ELN. Here the scores fell each year, from 2.67 in 2017 to 2.00 in 2019.

EDS 501 Individualized Education Program Report 2017-2019

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Develops long-range individualized instructional plans in both general and special education curricula.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0

Develops long-range individualized instructional plans in both general and special education curricula.	2018 Special Education Secondary & Elementary	14	2.38/3	2.38	0.34
Develops long-range individualized instructional plans in both general and special education curricula.	2019 Special Education Secondary & Elementary	5	2.10/3	2	0.22

EDS 518 Case Study 2017-2019

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Understands measurement theory	2017 Special Education Secondary & Elementary	6	2.75/3	2.75	0.25
Develops individualized plans that use explicit modeling and guided practice to ensure acquisition and fluency through maintenance and generalization	2017 Special Education Secondary & Elementary	6	2.58/3	2.5	0.14
Understands measurement theory	2018 Special Education Secondary & Elementary	14	2.82/3	2.88	0.21
Develops individualized plans that use explicit modeling and guided practice to ensure acquisition and fluency through maintenance and generalization	2018 Special Education Secondary & Elementary	14	2.84/3	3	0.21
Understands measurement theory	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Develops individualized plans that use explicit modeling and guided practice to ensure acquisition and fluency through maintenance and generalization	2019 Special Education Secondary & Elementary	5	3.00/3	3	0

EDS 518 Clinical Educator Final 2017-2019

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Special educators understand the field as an evolving discipline based on philosophies, evidence-based research, relevant laws, diverse and historical points of view, and human issues that have historically influenced the field of special education in school and society. They understand how these issues influence professional practice, including assessment, instructional planning, implementation, and program evaluation.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0

Special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management and self-control.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators develop long-range individualized plans in both general and special curricula. They systematically translate these plans into carefully selected shorter-range goals and objectives considering an individual's abilities and needs, the learning environment, and cultural and linguistic factors.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators understand the field as an evolving discipline based on philosophies, evidence-based research, relevant laws, diverse and historical points of view, and human issues that have historically influenced the field of special education in school and society. They understand how these issues influence professional practice, including assessment, instructional planning, implementation, and program evaluation.	2018 Special Education Secondary & Elementary	14	2.91/3	3	0.3
Special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.	2018 Special Education Secondary & Elementary	14	2.98/3	3	0.08
Special educators enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management and self-control.	2018 Special Education Secondary & Elementary	14	2.89/3	3	0.3

Special educators develop long-range individualized plans in both general and special curricula. They systematically translate these plans into carefully selected shorter-range goals and objectives considering an individual's abilities and needs, the learning environment, and cultural and linguistic factors.	2018 Special Education Secondary & Elementary	14	2.80/3	3	0.4
Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables.	2018 Special Education Secondary & Elementary	14	2.93/3	3	0.16
Special educators understand the field as an evolving discipline based on philosophies, evidence-based research, relevant laws, diverse and historical points of view, and human issues that have historically influenced the field of special education in school and society. They understand how these issues influence professional practice, including assessment, instructional planning, implementation, and program evaluation.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5
Special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management and self-control.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5
Special educators develop long-range individualized plans in both general and special curricula. They systematically translate these plans into carefully selected shorter-range goals and objectives considering an individual's abilities and needs, the learning environment, and cultural and linguistic factors.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0

Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5
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EDS 518 University Supervisor Final Evaluation 2017-2019

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Special educators understand the field as an evolving discipline based on philosophies, evidence-based research, relevant laws, diverse and historical points of view, and human issues that have historically influenced the field of special education in school and society. They understand how these issues influence professional practice, including assessment, instructional planning, implementation, and program evaluation.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management and self-control.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators develop long-range individualized plans in both general and special curricula. They systematically translate these plans into carefully selected shorter-range goals and objectives considering an individual's abilities and needs, the learning environment, and cultural and linguistic factors.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors guides the special educator's selection, adaptation, and	2017 Special Education Secondary & Elementary	6	3.00/3	3	0

creation of materials, and the use of powerful instructional variables.					
Special educators understand the field as an evolving discipline based on philosophies, evidence-based research, relevant laws, diverse and historical points of view, and human issues that have historically influenced the field of special education in school and society. They understand how these issues influence professional practice, including assessment, instructional planning, implementation, and program evaluation.	2018 Special Education Secondary & Elementary	14	2.93/3	3	0.16
Special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.	2018 Special Education Secondary & Elementary	14	2.95/3	3	0.1
Special educators enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management and self-control.	2018 Special Education Secondary & Elementary	14	2.93/3	3	0.23
Special educators develop long-range individualized plans in both general and special curricula. They systematically translate these plans into carefully selected shorter-range goals and objectives considering an individual's abilities and needs, the learning environment, and cultural and linguistic factors.	2018 Special Education Secondary & Elementary	14	2.86/3	3	0.3
Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables.	2018 Special Education Secondary & Elementary	14	3.00/3	3	0
Special educators understand the field as an evolving discipline based on philosophies, evidence-based research, relevant laws, diverse and historical points of view, and human issues that have historically influenced the field of special education in school and society. They understand how these issues influence professional practice, including assessment, instructional planning, implementation, and program evaluation.	2019 Special Education Secondary & Elementary	5	2.81/3	3	0.38

Special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.	2019 Special Education Secondary & Elementary	5	2.81/3	3	0.38
Special educators enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management and self-control.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators develop long-range individualized plans in both general and special curricula. They systematically translate these plans into carefully selected shorter-range goals and objectives considering an individual's abilities and needs, the learning environment, and cultural and linguistic factors.	2019 Special Education Secondary & Elementary	5	2.88/3	3	0.25
Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables.	2019 Special Education Secondary & Elementary	5	2.81/3	3	0.38

EDS 501 New Lesson Plan 2018-2019 (2 years) Not Administered for 2017 cohort

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Actively seeks information about how the primary language, culture, and familial backgrounds interact with the candidates' special needs.	2018 Special Education Secondary & Elementary	14	2.43/3	2	0.51
Uses evidence-based instructional strategies to individualize instruction	2018 Special Education Secondary & Elementary	14	2.14/3	2	0.36
Provides information about each student's typical language development	2018 Special Education Secondary & Elementary	14	2.64/3	3	0.5
Uses effective language models for candidates	2018 Special Education Secondary & Elementary	14	2.93/3	3	0.27
Develops individualized student learning objectives for the lesson based on student's abilities and needs (short-term objectives)	2018 Special Education Secondary & Elementary	14	2.21/3	2	0.43

Uses explicit modeling of the language skill	2018 Special Education Secondary & Elementary	14	3.00/3	3	0
Plans for candidates to engage in guided practice during the lesson	2018 Special Education Secondary & Elementary	14	3.00/3	3	0
Connects candidates' IEP goals and objectives to objectives in the language lesson	2018 Special Education Secondary & Elementary	14	2.36/3	2	0.5
Actively seeks information on how the primary language, culture, and familial backgrounds interact with the candidates' special needs.	2019 Special Education Secondary & Elementary	5	2.00/3	2	0
Uses evidence-based instructional strategies to individualize instruction	2019 Special Education Secondary & Elementary	5	2.14/3	2	0.38
Provides information about each student's typical language development	2019 Special Education Secondary & Elementary	5	2.43/3	2	0.53
Uses effective language models for candidates	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Develops individualized student learning objectives for the lesson based on student's abilities and needs (short-term objectives)	2019 Special Education Secondary & Elementary	5	2.57/3	3	0.53
Uses explicit modeling of the language skill	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Plans for candidates to engage in guided practice during the lesson	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Connects candidates' IEP goals and objectives to objectives in the language lesson	2019 Special Education Secondary & Elementary	5	2.57/3	3	0.53

Interpretation of the Data: Candidate scores on the case study trended upward over the 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.

1b. Learners, Learning Theory, and Application of Learning Theory

[TESOL/BDL 1B](#)

Overview: All program completers are required to take EDC 519, Teaching Internship in TESOL / Bilingual or Dual Language (BDL) Immersion.

Course Description: candidates apply content learned in the EDC 516 methods course and prior educational course work to classroom and other educational settings with second language learners.

Overall Course Goals

- Provide a collegial professional space for you to consider the complex and rewarding nature of teaching in TESOL or BDL settings
- Foster an improved understanding of the teaching / learning process in TESOL and/or BDL as reflected in the TESOL Professional Standards
- Develop a repertoire of appropriate strategies and techniques for instruction and assessment of a second language
- Expand on the knowledge base that you have as a fully certified teacher

All program completers demonstrate learners, learning theory, and application of learning theory on the Case Study Assignment in EDC 519. In this assignment program completers select a student to follow throughout the internship experience. If possible, they select a back-up student in the event that their case study student moves during the placement.

A case study must include the following:

- Anonymous biographical information about the learner, including factors that may impact his/her language acquisition
- Baseline performance data, including language proficiency test results and relevant content area or grade-level assessments
- Sample/s of student work that demonstrate the need for *academic language* intervention and/or additional support and areas of strength (strength can include content area knowledge, social language, etc.)
- Comparison of language proficiency test results to the student's demonstration of language in your classroom
- A plan for intervention and/or additional support to address the targeted language needs (*you* must be facilitating the interventions or supports)
- Rationale of the interventions/supports selected
- Evidence of strong and consistent parent communication in support of the intervention.
- Sample/s of student work throughout the interventions/support
- Synthesis of growth and continued areas of need based on the provided work samples
- Recommendations for ways to help the student continue to make progress at the conclusion of the practicum placement

Data Analysis: Program completers must maintain ongoing records of their case study from beginning to end of their practicum in order to have sufficient data to prepare a comprehensive case study. Between 2017-2019 forty-eight(48) program completers completed this assessment and were evaluated using the assessment rubric provided below:

Case Study Rubric: (16 points total)

Grading Criteria	Exceeds Standard	Meets Standard	Approaches Standard	Falls Below Standard
Description of Student	Study includes an accurate and detailed description of the student's biographical information and factors that impact L2 acquisition.	Study includes an accurate description of the student's biographical information and factors that impact L2 acquisition.	Study includes a description of the student's biographical information and some factors that impact L2 acquisition.	Study includes vague description of the student's biographical information and factors that impact L2 acquisition.
Analysis of Student Strengths and Needs	Study includes a thorough explanation of the student's areas of strength and need of support based on clear, detailed examples from baseline data and student work samples. Analysis includes a detailed comparison of data to in-class performance.	Study includes a general explanation of the student's areas of strength and need of support based on clear examples from baseline data and student work samples. Analysis includes a comparison of data to in-class performance.	Study includes a brief explanation of the student's areas of strength and need of support based on examples from baseline data and student work samples. Analysis includes a vague comparison of data to in-class performance.	Study includes a vague explanation of the student's areas of strength and need of support based on minimal examples from baseline data and student work samples. Analysis lacks a comparison of data to in-class performance
Plan for Intervention or Additional Support	Study includes a clear and detailed plan for intervention and/or additional support to address the targeted language needs. Thorough rationale of the interventions is included along with student work samples connected to the need and interventions.	Study includes a clear plan for intervention and/or additional support to address the targeted language needs. Clear rationale of the interventions is included along with student work samples connected to the need and interventions.	Study includes a plan for intervention and/or additional support to address the targeted language needs. Brief rationale of the interventions is included along with student work samples connected to the need and interventions.	Study includes a vague plan for intervention and/or additional support to address the targeted language needs. Vague rationale of the interventions is included. Student work samples are not clearly connected to the need and interventions.

Plan for Future Performance	Study concludes with a thorough synthesis of growth and continued areas of need based on the provided work samples. Clear, detailed, and appropriate recommendations are made to help the student continue to make progress.	Study concludes with a synthesis of growth and continued areas of need based on the provided work samples. Clear and appropriate recommendations are made to help the student continue to make progress.	Study concludes with a brief synthesis of growth and continued areas of need based on the provided work samples. Appropriate recommendations are made to help the student continue to make progress.	Study concludes with a vague synthesis of growth and continued areas of need based on the provided work samples. No recommendations are made to help the student continue to make progress.
Point Value	4 points	3 points	2 points	1 point

There were thirty-five (35) program completers in 2017. Below is a summary chart of how our program completers in 2017 performed on the case study assessment within each criteria on the rubric.

Rubric Criteria	Average for Group
Description of Student	94.64
Analysis of Student Strengths and Needs	100
Plan for Intervention or Additional Support	96.43
Plan for Future Performance	98.57

*Taskstream Case study performance report 2017

The average score of our program completers in 2017 was 97.41%. Majority of the program completers in 2018 exceeded the standard and did well on this assessment. There were thirteen (13) program completers in 2018.

Below is a summary chart of how our program completers in 2018 performed on the case study assessment within each criteria on the rubric.

Rubric Criteria	Average for Group
Description of Student	78.85
Analysis of Student Strengths and Needs	98.08
Plan for Intervention or Additional Support	84.62
Plan for Future Performance	96.15

* Taskstream Case study performance report 2018

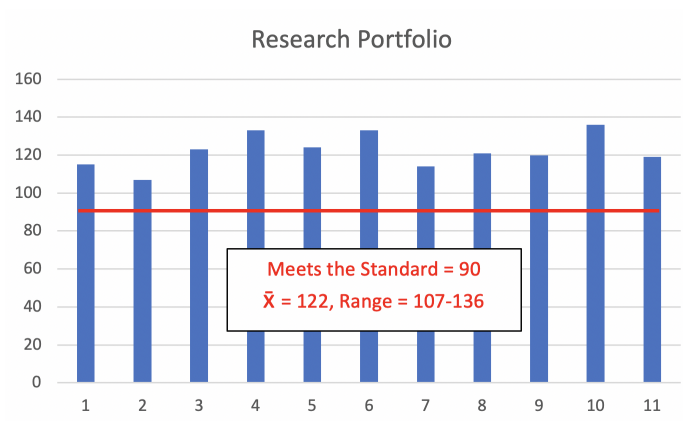
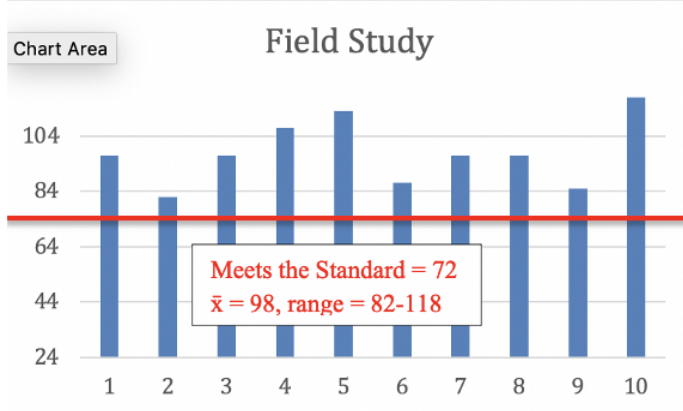
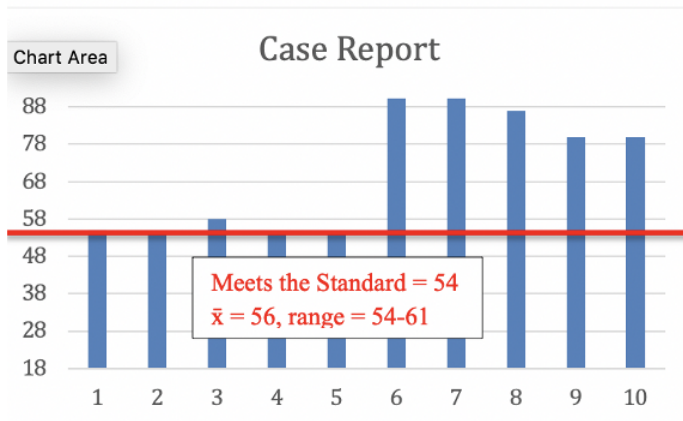
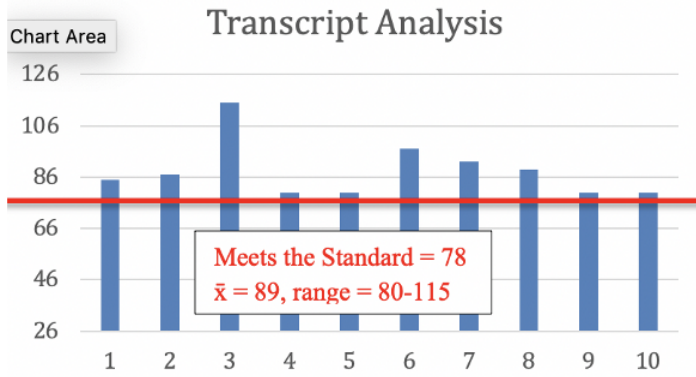
Data Interpretation: The average score of our program completers in 2018 was 89.42%. Majority of the candidates did well on the analysis of candidates' strengths and plan for future performance, but scored lower on the description of candidates and planning for intervention or additional support.

[Reading 1B](#)

Overview: In the MA/Reading program, learners and learning theory is assessed informally throughout the program, and formally through specific tasks that are uploaded to the URI/SOE Taskstream portfolio. Those tasks are:

- Transcript Analysis Project (completed in EDC562). This task requires candidates to demonstrate knowledge of comprehension theory, research, and practice. Initially, candidates conduct a text-based discussion of an expository text with candidates in their classrooms. They then learn comprehension theory, research and practice. One component of this theory is understanding the reader (funds of knowledge, learning styles, etc.). Candidates use this knowledge to analyze an expository text for the challenges and support it provides readers for comprehension, and create a plan to discuss the text with candidates (application of learning theory). Candidates conduct their discussion, transcribe, code, and analyze it to compare their pre/post discussions along several theoretical and pedagogical dimensions.
- Reflective Research Portfolio (completed in EDC565). This task requires that candidates understand how candidates learn, which they investigate through theory and research, and how it ties to their own instructional practices (application of theory). They also note changes in their understanding of pedagogy throughout the process.
- Learner Case Report (completed in EDC566 I). This task requires that candidates write a diagnostic literacy case report based on assessments the candidate administered to a learner. Candidates analyze the assessments for the learner's strengths and needs in reading, writing, spelling, and oral language, and put forth recommendations for an instructional plan.
- Field Study (completed in EDC567). This task requires that candidates design and implement classroom research into a specific area of need in their classrooms. They identify a struggle their learners have, and design an instructional program to assist their learners. Candidates gather and analyze data, write a report, and present the findings to a larger audience.

Eleven candidates completed the MA/Reading program between 2018 and 2021. Their data on these tasks is as follows:



Data Analysis: The average scores for the Transcript Analysis ($\bar{x}=48$), Field Study ($\bar{x}=40$), Research Portfolio ($\bar{x}=122$), and Case Report ($\bar{x}=56$) experiences all surpass minimum requirements for each task. The minimum score received by each student also meets or exceeds the minimum of “meets the standard.”

Data Interpretation: Candidates demonstrate their knowledge of learners and learning theory, both theoretically through the research portfolio, and practically through the other tasks. In most tasks, candidate average is above or well above the standard. Performance on the Case Report, although meeting the standard, is not as high as the other learner/learning theory tasks. Candidates need a lot of support to master this difficult genre in a way that integrates their knowledge of their learners with the perceptions of the audience of readers (e.g. parents, teachers).

[Special Education 1B](#)

Overview: For Standard 1B candidates were assessed on several task stream items, including: an Independent Education Plan (IEP), a Case Study, Lesson Plans, and Clinical Educator Final Evaluations. For the IEP, candidates were assessed according to two criteria and for the case study, according to one criterion; on the final evaluations they were evaluated on five criteria, and on the lesson plans according to three criteria.

Over the course of three (full-time) to five (part-time) semesters at an elementary or secondary setting, special education candidates are assessed by their clinical educators and field supervisors through classroom observations and a summative final evaluation.

Data from classroom observations by clinical educators and university supervisors were collected from 2017-2019 cohorts. The data reveals high mean scores on a three point scale. The number of candidates is quite low, from 4 in the 2017 cohort, to 14 in the 2018 cohort. It would be suspect to draw any generalizable conclusions. However some observations of trends and areas for growth will be described below.

EDS 501 IEP 2017-2019

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Writes short-range goals and objectives	2017 Special Education Secondary & Elementary	6	2.83/3	3	0.41
Discusses the transition to elementary to middle school or the next grade level	2017 Special Education Secondary & Elementary	6	2.50/3	2.5	0.55
Writes short-range goals and objectives	2018 Special Education Secondary & Elementary	14	2.38/3	2.38	0.34
Discusses the transition to elementary to middle school or the next grade level	2018 Special Education Secondary & Elementary	14	2.21/3	2.13	0.24
Writes short-range goals and objectives	2019 Special Education Secondary & Elementary	5	2.05/3	2	0.11
Discusses the transition to elementary to middle school or the next grade level	2019 Special Education Secondary & Elementary	5	2.00/3	2	0

EDS 518 Case Study 2017-2019

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Instructional Strategies	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Instructional Strategies	2018 Special Education Secondary & Elementary	14	3.00/3	3	0

Instructional Strategies	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
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EDS 518 Clinical Educator Final Evaluation 2017-2019

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as contributing members of the community.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators develop individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as contributing members of the community.	2018 Special Education Secondary & Elementary	14	3.00/3	3	0
Special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.	2018 Special Education Secondary & Elementary	14	2.89/3	3	0.3
Special educators use direct motivational and instructional interventions with individuals with ELN	2018 Special Education Secondary & Elementary	14	2.86/3	3	0.3

to teach them to respond effectively to current expectations.					
Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN.	2018 Special Education Secondary & Elementary	14	2.98/3	3	0.08
Special educators develop individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.	2018 Special Education Secondary & Elementary	14	2.64/3	3	0.5
Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as contributing members of the community.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5
Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5
Special educators develop individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0

EDS 518 University Supervisor Final Evaluation 2017-2019

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact	2017 Special Education Secondary & Elementary	6	3.00/3	3	0

socially, and live as contributing members of the community.					
Special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators develop individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as contributing members of the community.	2018 Special Education Secondary & Elementary	14	2.98/3	3	0.08
Special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.	2018 Special Education Secondary & Elementary	14	2.89/3	3	0.23
Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations.	2018 Special Education Secondary & Elementary	14	2.95/3	3	0.15
Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN.	2018 Special Education Secondary & Elementary	14	2.98/3	3	0.08
Special educators develop individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.	2018 Special Education Secondary & Elementary	14	2.68/3	3	0.46

Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as contributing members of the community.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.	2019 Special Education Secondary & Elementary	5	2.88/3	3	0.25
Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators develop individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5

EDS 501 New Lesson Plan 2018-2019

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Uses knowledge of student learning differences to individualize instruction for candidates	2018 Special Education Secondary & Elementary	14	2.71/3	3	0.47
Provides challenging and meaningful learning for candidates with ELN	2018 Special Education Secondary & Elementary	14	2.93/3	3	0.27
Uses individualized strategies to enhance language development and teach communication skills to candidates with ELN	2018 Special Education Secondary & Elementary	14	2.50/3	2.5	0.52
Uses knowledge of student learning differences to individualize instruction for candidates	2019 Special Education Secondary & Elementary	5	2.43/3	2	0.53
Provides challenging and meaningful learning for candidates with ELN	2019 Special Education Secondary & Elementary	5	3.00/3	3	0

Uses individualized strategies to enhance language development and teach communication skills to candidates with ELN	2019 Special Education Secondary & Elementary	5	2.29/3	2	0.49
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Data Interpretation: The average raw score for each group has a very high mean in the smaller cohorts. This is likely a result of the individual attention and support associated with working in such small groups. Scores for the Case Study task trended consistently upward over the three years in both areas measured. Clinical educator and university supervisor final evaluations were strong; in these evaluations, clinical educators tended to grade candidates slightly lower.

Scores on the IEP task trended downward over the years that data was collected (3.0, 2.38, 2/10) Scores in the *Lesson Plan* task were the lowest, particularly in using individualized strategies to enhance language development and teach communication skills. Using knowledge of student learning differences to individualize instruction for candidates was another area that could use focused improvement on lesson plans. This would seem to align with the slightly lower scores given in the final evaluations by clinical educators and supervisors in the areas of classroom practice such as using direct individualized transition plans or motivational instructional interventions with ELN's.

1C. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning

[TESOL/BDL 1C](#)

Overview: All program completers are required to take *EDC 563, Literacy for Multicultural Populations*.

Course Description: EDC 563 focuses on identifying and teaching to the literacy strengths and needs of children and adults of diverse socioeconomic, cultural, and linguistic backgrounds. Through readings, class discussions, and fieldwork, candidates will explore various instructional techniques for teaching literacy to multicultural populations.

Overall Course Goals

1. Understand the relationship between language and literacy acquisition
2. Understand common assessments used with culturally diverse candidates including ELL candidates
3. Explore culturally relevant pedagogy for teaching literacy to English Language Learners and children and young adults from diverse cultural, linguistic, and socioeconomic backgrounds
4. Realize own perceptions of learners of different backgrounds and understand of political, contextual, social, and individual influences on literacy learning
5. Display cultural competence in communications with candidates, parents, teachers, and other professionals

All program completers demonstrate understanding and practice of culturally responsive practice, language acquisition, and literacy development on the Planning for Diverse Learners Assignment in EDC 563.

The goal of this project is for program completers to critically think about *all* of their diverse learners before they would develop a lesson plan for their candidates. Essentially, they are planning for a lesson plan or unit plan. They are *not* writing out a step-by-step lesson plan. They are considering all of their candidates' needs (cultural, linguistic, cognitive, social, emotional, etc.) *before* they develop the step-by-step of a lesson. The lesson or unit they are planning for must include all of the literacy domains: reading, writing, speaking, and listening. These skills are critical for all learners in all content areas. The Planning for Diverse Learners Project includes five parts. Each part is described below.

Part 1- Description of candidates and Context of Lesson: Give a brief description of the candidates to whom you would be directing the lesson and in what context (e.g. grade level, content area, within what unit, before which unit, etc.).

Then, choose **four** candidates who you discuss in further detail. You need to include relevant information such as cultural archetypes (high context/low context cultures, power distance, individualistic/collectivist societies, etc.), unique subgroup needs (e.g. special education, SIFE, refugee, low socioeconomic status, gifted and talented, etc.), linguistic backgrounds of candidates with WIDA levels, and the literacy strengths and needs of EACH student in this group of four. Give these four candidates names, so it is easier to refer to them throughout your plan.

Part 2- Objectives: You must write *at least* one content or skill learning objective for the lesson AND a language learning objective for *each* domain of literacy: speaking, listening, reading, and writing. Therefore, the minimum requirement is five objectives. The objectives must be clear, concise, specific, relevant, attainable, and *measurable*. The objectives you create must be grade-level appropriate and *align* to content-area and English Language Proficiency standards.

Part 3- Materials: List any materials, including technology, you will need for the lesson.* Include a brief rationale for why you selected these particular materials and how they will be helpful in achieving the lesson’s objectives. Explain how any materials would be differentiated to be appropriate for candidates given their diverse learner needs.

Part 4- Lesson Overview: Give a *brief* overview of what will take place during the lesson. This overview should clarify how you will meet the learning objectives and needs of your diverse learners.

Part 5-Assessment of Student Learning: Describe **one** method of assessment you will use to measure candidates’ achievement of *at least two* of your objectives outlined in Part 2 of your planning for a lesson. Include an analysis of cultural bias that could be present in this form of assessment and how you will reduce this bias for all learners to have the opportunity to demonstrate learning.

Between 2017-2019 sixty-six (66) program completers completed this assessment and were evaluated using the assessment rubric provided below:

Planning for Diverse Learners Rubric: Student Impact Assessment #1

Grading Criteria	Exceeds Standard	Meets Standard	Approaches Standard	Falls Below Standard
Description of candidates	Description contains all relevant information to provide context to the lesson. Four candidates’ descriptions include cultural archetypes and unique subgroup needs that could impact learning. Description also includes four candidates’ literacy strengths and needs.	Description contains information to provide context to the lesson. Three candidates’ descriptions include cultural archetypes and unique subgroup needs that could impact learning. Description also includes three candidates’ literacy strengths and needs.	Description contains minimal information to provide context to the lesson. Two candidates’ descriptions include cultural archetypes and unique subgroup needs that could impact learning. Description also includes two candidates’ literacy strengths and needs.	Description of context is missing or unclear. Cultural archetypes are either not included or clearly explained. There is little or no information about candidates’ unique subgroup needs. There is little or no explanation of literary strengths and needs.

<p>Objectives</p>	<p>Content or skill objective is clear, concise, specific, relevant, attainable, measurable, and aligns to content-area and standards.</p> <p>Language objectives include all domains of literacy and are clear, concise, specific, relevant, attainable, measurable, and align to English Language Proficiency standards.</p>	<p>Content or skill objective is missing 1 2 of the following attributes: clear, concise, specific, relevant, attainable, measurable, and aligns to content-area and standards.</p> <p>Language objectives are missing 1 -2 of the following attributes: clear, concise, specific, relevant, attainable, measurable, and align to English Language Proficiency standards.</p>	<p>Content or skill objective is missing 3-5 of the following components: clear, concise, specific, relevant, attainable, measurable, and aligns to content-area and standards.</p> <p>Language objectives are missing 3-5 of the following components: clear, concise, specific, relevant, attainable, measurable, and align to English Language Proficiency standards, or not connected to all literacy domains</p>	<p>Content or skill objectives is not included or aligned to content-area standards.</p> <p>Language objectives are not included or aligned to content area standards.</p>
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<p>Materials</p>	<p>All necessary materials are listed and described in the plan and linked/embedded where necessary. Rationale provides insights to decisions pertaining to the selected material and how they connect to the lesson's objectives. All material is appropriate given the candidates' diverse learner needs.</p>	<p>Most necessary materials are listed and described in the plan and linked/embedded where necessary. Rationale provides insights to decisions pertaining to the selected material and how they connect to the lesson's objectives. Most material is appropriate given the candidates' diverse learner needs.</p>	<p>Some necessary materials are listed and described in the plan. Rationale does not clearly provide insights to decisions pertaining to the selected material and how they connect to the lesson's objectives. Some material is inappropriate given the candidates' diverse learner needs.</p>	<p>Few materials are listed and described in the plan. Rationale does not clearly provide insights to decisions pertaining to the selected material and how they connect to the lesson's objectives. Material is inappropriate given the candidates' diverse learner needs.</p>
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<p>Lesson Overview</p>	<p>Prior knowledge and background information are clearly and effectively activated to begin the lesson. Rationale for those activities is clear. Lesson's application of content or skill objectives reflect diverse learner needs. Lesson's application of language objectives reflect diverse learner needs. All instructional strategies for teaching literacy are appropriate, given the candidates' grade-level, cultural, linguistic, and other diverse needs. Interactions described in the lesson are purposeful, clear, connect to diverse learner needs and to the learning objectives.</p>	<p>Prior knowledge and background information are activated to begin the lesson. Rationale for those activities is provided. Lesson's application of content or skill objectives reflect most diverse learner needs. Lesson's application of language objectives reflect most diverse learner needs. Most instructional strategies for teaching literacy are appropriate, given the candidates' grade-level, cultural, linguistic, and other diverse needs. Interactions described in the lesson connect to diverse learner needs and to the learning objectives.</p>	<p>Prior knowledge and background information are not clearly activated to begin the lesson. Rationale for those activities is provided, but the purpose is unclear. Lesson's application of content or skill objectives match only 1-2 diverse learner needs. Lesson's application of language objectives reflect 1-2 diverse learner needs. Some instructional strategies for teaching literacy are appropriate, given the candidates' grade-level, cultural, linguistic, and other diverse needs. Interactions described in the lesson do not clearly connect to diverse learner needs and to the learning objectives, but are attempted.</p>	<p>There is no mention of prior knowledge or background information to begin the lesson. Lesson's application of content or skill do not match diverse learner needs. Lesson's application of language objectives do not reflect diverse learner needs. Instructional strategies for teaching literacy are not appropriate, given the candidates' grade-level, cultural, linguistic, and other diverse needs. No interactions are included in the lesson.</p>
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<p>Assessment</p>	<p>The assessment is an appropriate way to measure the two specific learning objectives. The assessment is appropriate, given the candidates' grade-level, cultural, linguistic, and other diverse needs. There is a clear analysis of cultural bias of the assessment including effective strategies to reduce bias.</p>	<p>The assessment is an appropriate way to measure one of the learning objectives. The assessment is appropriate, given the candidates' grade-level, cultural, linguistic, and other diverse needs. There is analysis of cultural bias of the assessment including strategies to reduce bias.</p>	<p>The assessment is not appropriate given the learning objectives. The assessment is not appropriate, given the candidates' grade-level, cultural, linguistic, and other diverse needs. There is vague analysis of cultural bias of the assessment or strategies to reduce bias.</p>	<p>Assessment is not clearly connected to content and language objectives. Cultural bias is not addressed.</p>
<p>Points</p>	<p>4 points</p>	<p>3 points</p>	<p>2 points</p>	<p>1 point</p>

Data Analysis: There were thirty-five (35) program completers in 2017 who completed this assessment. Below is a summary chart of how our program completers in 2017 performed on the planning for diverse learners assessment within each criteria on the rubric.

Rubric Criteria	Average for Group (%)
Part 1: Description of candidates (12 points)	99.29
Part 1: Description of candidates (12 points)	94.64
Part 1: Description of candidates (12 points)	99.29
Part 1: Description of candidates (12 points)	92.86
Part 2: Objectives (6 Points)	91.43
Part 2: Objectives (6 Points)	92.14
Part 3: Materials (12 Points)	97.86
Part 3: Materials (12 Points)	92.86
Part 3: Materials (12 Points)	95.71
Part 3: Materials (12 Points)	95
Part 4: Lesson Overview (15 points)	94.64
Part 4: Lesson Overview (15 points)	93.93
Part 4: Lesson Overview (15 points)	94.29
Part 4: Lesson Overview (15 points)	91.43
Part 4: Lesson Overview (15 points)	94.64
Part 5: Assessment (9 Points)	92.86
Part 5: Assessment (9 Points)	91.79
Part 5: Assessment (9 Points)	89.29

*Taskstream Planning for Diverse Learners performance report 2017

Data Interpretation: The average score of our program completers in 2017 was 93.07%. Majority of the program completers in 2017 exceeded the standard and did well on all parts of this assessment. The only area that the average score was lower than all was under the assessment bias which was 89.29%.

There were thirty-one (31) program completers in 2018. Below is a summary chart of how our program completers in 2018 performed on the case study assessment within each criteria on the rubric.

Rubric Criteria	Average for Group (%)
Part 1: Description of candidates (12 points)	91.13
Part 1: Description of candidates (12 points)	95.97
Part 1: Description of candidates (12 points)	92.74
Part 1: Description of candidates (12 points)	95.16
Part 2: Objectives (6 Points)	94.35
Part 2: Objectives (6 Points)	94.35
Part 3: Materials (12 Points)	97.58
Part 3: Materials (12 Points)	92.74
Part 3: Materials (12 Points)	93.55
Part 3: Materials (12 Points)	94.35
Part 4: Lesson Overview (15 points)	90.32
Part 4: Lesson Overview (15 points)	90.32
Part 4: Lesson Overview (15 points)	91.13
Part 4: Lesson Overview (15 points)	91.13
Part 4: Lesson Overview (15 points)	93.55
Part 5: Assessment (9 Points)	87.9

Part 5: Assessment (9 Points)	87.1
Part 5: Assessment (9 Points)	83.06

*Taskstream Planning for Diverse Learners performance report 2018

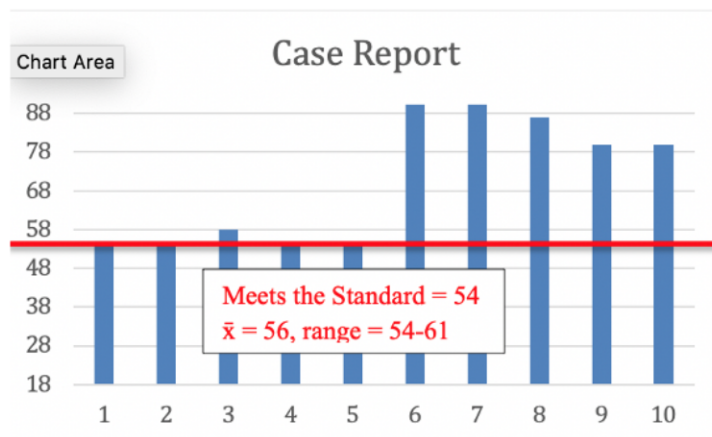
Data Interpretation: The average score of our program completers in 2018 was 93.13%. Majority of the candidates did well on all parts but part 5 which is the assessment. The average score for the assessment was 86.02%.

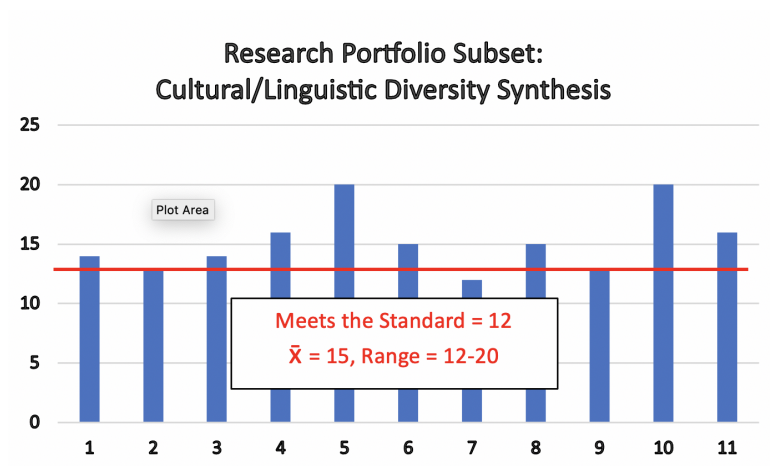
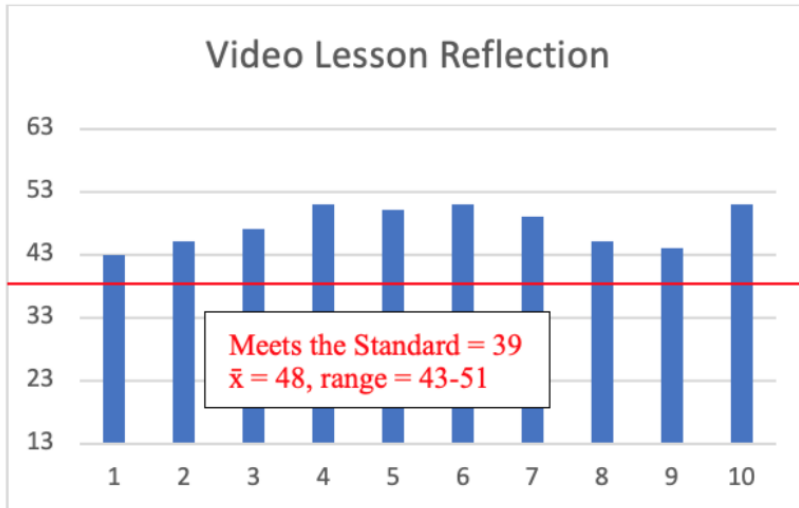
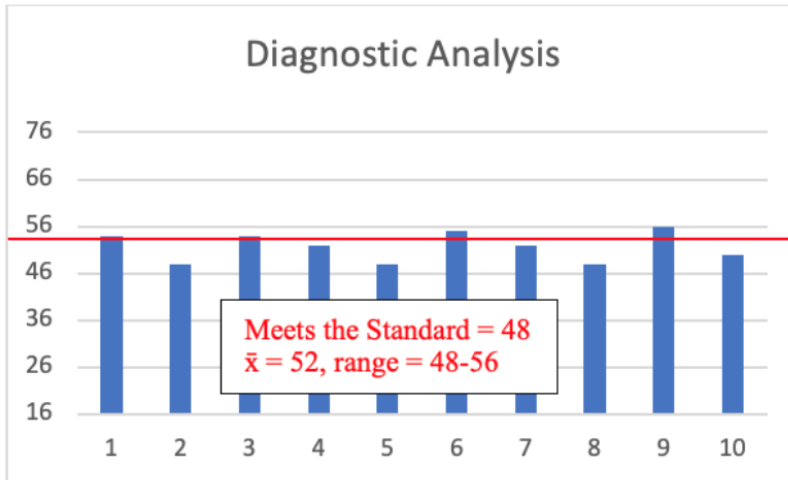
Reading 1C

Overview: In the MA/Reading program, culturally responsive practice, language acquisition, and literacy development is assessed informally throughout the program. Candidates also apply this knowledge directly when working with a student in their supervised clinical practicum (EDC566 I and II) and formally through specific tasks that are uploaded to the URI/SOE Taskstream portfolio. Those tasks are:

- Research Synthesis (subsection of the Reading Research Portfolio). Candidates critically read and synthesize literacy research as demonstrated through a well-written synthesis of three research articles focused on cultural & linguistic diversity in relation to literacy learning.
- Learner Diagnostic Analysis: Candidates assess a learner's language and literacy strengths and needs. They then analyze these results with respect to how those can be used to develop an instructional plan that meets the learner needs and funds of knowledge.
- Learner Case Report: Candidates write a diagnostic literacy case report based on assessments the candidates administered to a learner. Candidates analyze the assessments for learners' strengths and needs in reading, writing, spelling, and oral language, and put forth recommendations for an instructional plan.
- Video lesson reflection (EDC566): Candidates video record themselves in a 90-minute session with their learner. They watch and analyze the video, and reflect on their teaching approach along several dimensions, including the learning climate and their own level of engagement.

Eleven candidates completed the MA/Reading program between 2018 and 2021. Their data on these tasks is as follows:





Data Analysis:

The average scores for the Diagnostic Analysis ($\bar{x}=52$), Research Portfolio Cultural/Linguistic Diversity Synthesis ($\bar{x}=15$), Video Reflection ($\bar{x}=48$), and Case Report ($\bar{x}=56$) experiences all meet or surpass minimum requirements for each task. The minimum score received by each student also meets or exceeds the minimum of “meets the standard.”

Data Interpretation:

Candidate data show that candidates are using knowledge of culture, language, and literacy development as they teach children in the clinical practicum and their classrooms. One need in the case report (the most difficult of the experiences) is using non-judgmental language to refer to learners who struggle, and to write in a way that is accessible to non-educators. Most candidates need to revise their case report to make it readable and understandable to learners' parents, regardless of home language, and to use neutral language. This shows us the need to continue to work with our candidates on how language is used to marginalize particular groups.

[Special Education 1C](#)

Overview: All program completers must take EDS 400: Intro to Special Ed Interventions in Math & Content Area (2 crs.) This course provides future special educators with knowledge and skills to plan instruction for candidates with mild or moderate disabilities, including mathematics and content strategy instruction. Completers must also take EDS 403: Positive Behavior Supports (3 crs.) This course provides future special educators with the knowledge and skills to examine causes of behaviors, to teach pro-social behaviors, and to develop individualized positive behavioral supports.

Over the course of three (full-time) to five (part-time) semesters at an elementary or secondary setting, special education candidates are assessed by their clinical educators and field supervisors through classroom observations and a summative final evaluation.

For Standard 1C candidates were assessed on several task stream items, including: Lesson Plans, and Clinical Educator & University Supervisor Final Evaluations. In the evaluations, candidates were evaluated on five criteria, and in the lesson plans on one criterion.

Data Analysis: Data from classroom observations by clinical educators and university supervisors were collected from 2017-2019 cohorts. The data reveals high mean scores on a three point scale. No extreme scores are apparent with each cohort consistently earning scores just above proficiency. The number of candidates is quite low, from 4 in the 2017 cohort, to 14 in the 2018 cohort. It would be suspect to draw any generalizable conclusions. However some observations of trends and areas for growth will be described below.

EDS 518 Clinical Educator Final Evaluation 2017-2019

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	Standard Deviation for Group
Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators know and demonstrate respect for their candidates first as unique human beings.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators understand that beliefs, traditions, and values within cultures can affect relationships between candidates, their families, and the school community.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement of individuals with ELN.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators understand typical and atypical language development and the ways in which	2017 Special Education Secondary & Elementary	6	3.00/3	3	0

exceptional conditions can interact with an individual's use of language.					
Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.	2018 Special Education Secondary & Elementary	14	2.95/3	3	0.1
Special educators know and demonstrate respect for their candidates first as unique human beings.	2018 Special Education Secondary & Elementary	14	3.00/3	3	0
Special educators understand that beliefs, traditions, and values within cultures can affect relationships between candidates, their families, and the school community.	2018 Special Education Secondary & Elementary	14	3.00/3	3	0
Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement of individuals with ELN.	2018 Special Education Secondary & Elementary	14	2.91/3	3	0.3
Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's use of language.	2018 Special Education Secondary & Elementary	14	2.89/3	3	0.3
Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators know and demonstrate respect for their candidates first as unique human beings.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators understand that beliefs, traditions, and values within cultures can affect relationships between candidates, their families, and the school community.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement of individuals with ELN.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5
Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's use of language.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0

EDS 518 University Supervisor Final Evaluation 2017-2019

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	Standard Deviation for Group
Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators know and demonstrate respect for their candidates first as unique human beings.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators understand that beliefs, traditions, and values within cultures can affect relationships between candidates, their families, and the school community.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement of individuals with ELN.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's use of language.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.	2018 Special Education Secondary & Elementary	14	2.95/3	3	0.1
Special educators know and demonstrate respect for their candidates first as unique human beings.	2018 Special Education Secondary & Elementary	14	3.00/3	3	0
Special educators understand that beliefs, traditions, and values within cultures can affect relationships between candidates, their families, and the school community.	2018 Special Education Secondary & Elementary	14	2.95/3	3	0.15
Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement of individuals with ELN.	2018 Special Education Secondary & Elementary	14	2.95/3	3	0.1
Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's use of language.	2018 Special Education Secondary & Elementary	14	2.89/3	3	0.23

Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.	2019 Special Education Secondary & Elementary	5	2.81/3	3	0.38
Special educators know and demonstrate respect for their candidates first as unique human beings.	2019 Special Education Secondary & Elementary	5	2.88/3	3	0.25
Special educators understand that beliefs, traditions, and values within cultures can affect relationships between candidates, their families, and the school community.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5
Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement of individuals with ELN.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's use of language.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5

EDS 501 New Lesson Plan 2018-2019 (2 years only)

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	Standard Deviation for Group
Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement of individuals with ELN.	2018 Special Education Secondary & Elementary	14	3.00/3	3	0
Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	Standard Deviation for Group
Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement of individuals with ELN.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0

Data Interpretation: Student performance on clinical educator and supervisor final evaluations was high, hovering around a 3.0 score. The last cohort, in 2019, had some lower evaluation scores from the clinical educator and university supervisor (as described below).

There were slightly lower scores in the most recently reported 2019 cohort. Here the university supervisor reported several scores that averaged closer to 2.75 in two categories. First, in candidates' understanding of beliefs, traditions, and values within cultures and how it can affect relationships between candidates, their families, and the school community. Second, scores were

lower in special educators' ability to understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's use of language.

In the same 2019 cohort, the clinical supervisor also reported an average score of 2.75 in the area of "actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement." These are a few areas for reflection and refinement.

1D. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice.

[TESOL/BDL 1D](#)

All program completers are required to take *EDC 420, Second Language Acquisition and Assessment*.

Course Description: An evaluation of current trends and developments in the understanding of second language learning; analysis of second language acquisition research and its practical implications.

Course Goals:

1. Demonstrate an understanding of language as a system and an increased competence in helping language learners acquire new language.
2. Know and understand the major theories, concepts, principles, and research related to the nature of language and the factors that influence and support language learners' growth and achievement.
3. Demonstrate familiarity with a variety of standardized language proficiency assessment instruments and with the most appropriate accommodations to meet candidates' needs.

Overview: All program completers demonstrate understanding and practice of assessment of and for student learning on the Standardized Assessment Critique in EDC 420. For this assessment, program completers will write a critique of a standardized language assessment for ELs. The critique should include a synthesis on what they have learned about the following topics to demonstrate expertise in evaluating their selected standardized language assessment.

Demonstrate second language acquisition knowledge by discussing the following in relationship to the standardized language assessment tool:

- Second language acquisition theories,
- Second language acquisition stages,
- Factors of second language acquisition, and
- State English language proficiency standards.

Demonstrate assessment knowledge by discussing the following in relationship to the standardized language assessment tool:

- Assessment tools (e.g. multiple choice, short answer, project-based, portfolios, etc.)
- Aspects of assessment (e.g. reliability, validity, norm-referenced, criterion-referenced, etc.), and
- Accommodations (language and special education).

Between 2017-2019 ninety-five (95) program completers completed this assessment and were evaluated using the assessment rubric provided below:

EDC420-Standardized assessment critique rubric

Grading Criteria	Exceeds Standard	Meets Standard	Approaches Standard	Falls Below Standard
Quality of Response: Second Language Acquisition Knowledge	Student addresses all prompts with precision, accuracy, and depth of knowledge.	Student addresses all prompts. All of the information is presented accurately.	Student addresses most of the prompts. The information is accurate, but might lack key points.	Student does not address all prompts and/or there are inaccuracies in the information presented.
Quality of Response: Assessment Knowledge	Student addresses all prompts with precision, accuracy, and depth of knowledge.	Student addresses all prompts. All of the information is presented accurately.	Student addresses most of the prompts. The information is accurate, but might lack key points.	Student does not address all prompts and/or there are inaccuracies in the information presented.
Clarity of Response	Student's writing is a pleasure to read; ideas are well understood and are free of any mechanical errors.	Student's writing is easy to read; ideas are understood and mostly free of mechanical errors.	Student's writing is not easy to read; ideas are impacted by mechanical errors.	Student's writing is difficult to read; ideas are greatly impacted by mechanical errors.
Use of Research to Support Claims*	Student supports claims with quality research. All sources are properly and appropriately cited and referenced.	Student supports claims with research. All sources are cited and referenced.	Student vaguely supports claims with research. Not all sources are cited and referenced.	Student does not support claims with research. Sources are not properly cited and referenced.
Point Value	4 points	3 points	2 points	1 point

Data Analysis: There were forty-six (46) program completers in 2017 who completed this assessment. Below is a summary chart of how our program completers in 2017 performed on the standardized assessment critique assessment within each criteria on the rubric.

Rubric Criteria	Average for Group (%)
Quality of Response: Second Language Acquisition Knowledge	89.67
Quality of Response: Assessment Knowledge	89.13
Clarity of Response	90.76
Use of Research to Support Claims*	96.2

Data Interpretation: The average score of our program completers in 2017 was 91.44%. Majority of the candidates did well on all parts of this assessment.

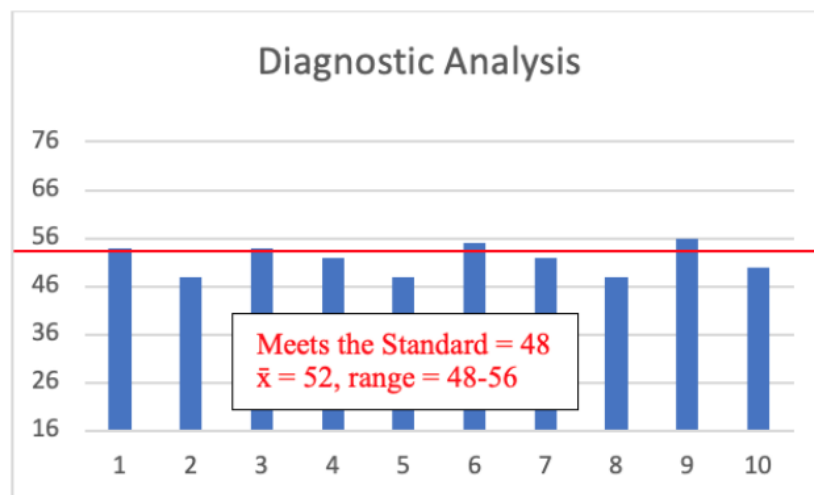
There were forty-nine (49) program completers in 2018 who completed this assessment. Below is a summary chart of how our program completers in 2018 performed on the standardized assessment critique assessment within each criteria on the rubric. The average score of our program completers in 2018 was 90.82%. Majority of the candidates did well on all parts of this assessment.

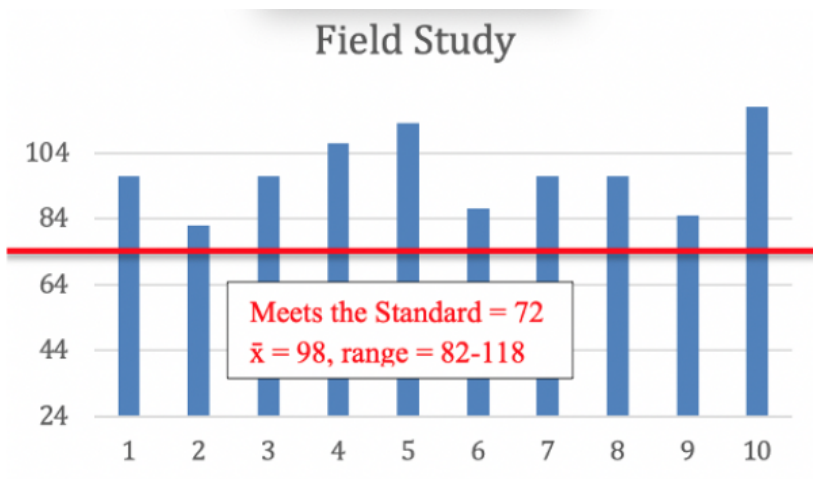
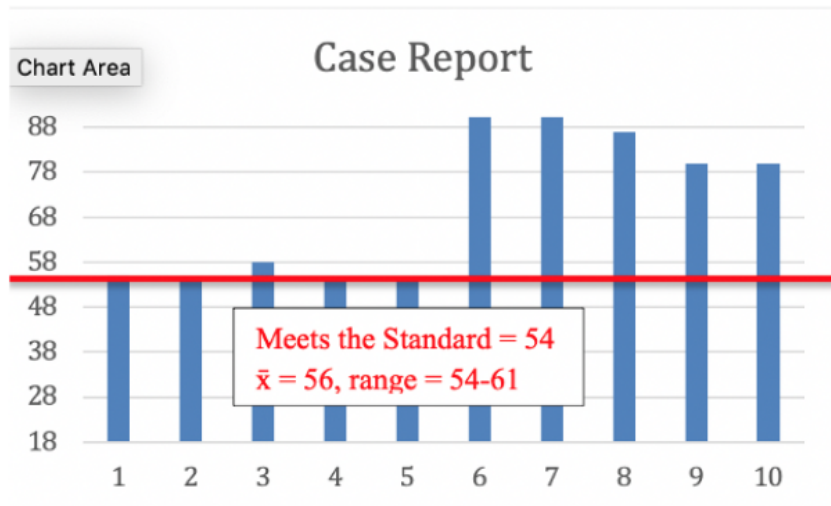
Rubric Criteria	Average for Group (%)
Quality of Response: Second Language Acquisition Knowledge	90.31
Quality of Response: Assessment Knowledge	89.8
Clarity of Response	89.29
Use of Research to Support Claims*	93.88

[Reading 1D](#)

Overview: The MA/Reading program focuses heavily on candidates understanding learner assessment. In the introductory and reinforcement courses, candidates do administer assessments and are graded on those (those courses and grade averages are below). Candidates are more formally assessed in the clinical practicum on their ability to administer both formal and informal assessments to learners, interpret those results, and plan for instruction (EDC566 I and II), as well as how they embed informal assessment into their classroom research (EDC567) as they assess whether their classroom learners have benefitted from their instruction. The Taskstream tasks are:

- Learner Diagnostic Analysis (EDC566): Candidates assess a learner's language and literacy strengths and needs. They then analyze these results with respect to how those can be used to develop an instructional plan that meets the learner needs and funds of knowledge.
- Learner Case Report (EDC566): Candidates write a diagnostic literacy case report based on assessments the candidate administered to a learner. Candidates analyze the assessments for a learner's strengths and needs in reading, writing, spelling, and oral language, and put forth recommendations for an instructional plan.
- Field Study (EDC567): Candidates identify a specific area of instructional need in their classrooms. Candidates design the study where they gather pre-intervention student data, implement the instructional plan, gather and analyze data, write a report, and present the findings to a larger audience.





Courses with emphasis on learner assessment:
 EDC527, Language Study for Teachers of Reading
 Average grade = A-

EDC564, Diagnosis of Literacy Difficulties:
 Average grade = A- (A=5, A- = 4, B+ = 1, B=1)

Data Analysis: The average scores for the Diagnostic Analysis (\bar{x} =52), Case Report (\bar{x} =56), and Field study (\bar{x} =98) experiences all meet or surpass minimum requirements for each task. The minimum score received by each student also meets or exceeds the minimum of “meets the standard.”

Data Interpretation: Data show that, throughout the program, candidates become proficient in choosing, administering, and interpreting both standardized and informal assessments. Qualitatively, supervisor comments to candidates suggest that candidates struggle somewhat to

interpret the various standardized measures and then determine how to present these results to parents. Language used in these assessments to label learners (i.e. “poor,” “below average”) is not in keeping with what they are taught throughout the program. We have worked to have candidates use the normal curve when presenting these data to parents, so that parents can visually see how broad “average” is, and where their learner falls with respect to that. This adjustment has helped both our candidates and our families. We will continue with this practice, and also work to add understanding of clinical models and where standardized language comes from. We may add a task of creating a chart of “words to use instead of” to assist candidates in bridging this gap.

[Special Education 1D](#)

Overview: For Standard 1D candidates were assessed on several task stream items, including: Case Study, Clinical Educator Final Assessment, University Supervisor Final Assessment, and Lesson Plans. In the case study, candidates were evaluated on three criteria, in the final assessments on eight criteria, and in the lesson plan on one criterion.

Over the course of three (full-time) to five (part-time) semesters at an elementary or secondary setting, special education candidates are assessed by their clinical educators and field supervisors through classroom observations and a summative final evaluation.

Data Analysis: Data from classroom observations by clinical educators and university supervisors were collected from 2017-2019 cohorts. The data reveals high mean scores on a three point scale. No extreme scores are apparent with each cohort consistently earning scores just above proficiency. The number of candidates is quite low, from 4 in the 2017 cohort, to 14 in the 2018 cohort. It would be suspect to draw any generalizable conclusions. However some observations of trends and areas for growth will be described below.

EDS 518 Case Study 2017-2019

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Use assessment data to identify learning needs and to develop individual program	2018 Special Education Secondary & Elementary	6	2.95/3	3	0.14
Conducts informal assessment of data	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Interprets results	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Use assessment data to identify learning needs and to develop individual program	2018 Special Education Secondary & Elementary	14	2.95/3	3	0.14
Conducts informal assessment of data	2018 Special Education Secondary & Elementary	14	2.52/3	2.5	0.4
Interprets results	2018 Special Education Secondary & Elementary	14	2.86/3	3	0.29
Use assessment data to identify learning needs and to develop individual program	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Conducts informal assessment of data	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Interprets results	2019 Special Education Secondary & Elementary	5	3.00/3	3	0

EDS 518 Clinical Educator Final Evaluation 2017-2019

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, they facilitate this instructional planning in collaborative context with the individuals with exceptionalities, families, colleagues, and personnel from other agencies as appropriate.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators use multiple types of assessment information for a variety of educational decisions.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized Instructional programs, as well as to adjust instruction in response to ongoing learning progress.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators regularly monitor the progress of individuals with ELN in general and special curricula.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0

Special educators use appropriate technologies to support their assessments.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, they facilitate this instructional planning in collaborative context with the individuals with exceptionalities, families, colleagues, and personnel from other agencies as appropriate.	2018 Special Education Secondary & Elementary	14	2.93/3	3	0.16
Special educators use multiple types of assessment information for a variety of educational decisions.	2018 Special Education Secondary & Elementary	14	3.00/3	3	0
Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized Instructional programs, as well as to adjust instruction in response to ongoing learning progress.	2018 Special Education Secondary & Elementary	14	2.84/3	3	0.32
Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments.	2018 Special Education Secondary & Elementary	14	2.82/3	3	0.4
Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN.	2018 Special Education Secondary & Elementary	14	2.98/3	3	0.08
Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs.	2018 Special Education Secondary & Elementary	14	2.91/3	3	0.3
Special educators regularly monitor the progress of individuals with ELN in general and special curricula.	2018 Special Education Secondary & Elementary	14	2.89/3	3	0.3

Special educators use appropriate technologies to support their assessments.	2018 Special Education Secondary & Elementary	14	2.91/3	3	0.3
Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, they facilitate this instructional planning in collaborative context with the individuals with exceptionalities, families, colleagues, and personnel from other agencies as appropriate.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5
Special educators use multiple types of assessment information for a variety of educational decisions.	2019 Special Education Secondary & Elementary	5	2.50/3	2.5	0.58
Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized Instructional programs, as well as to adjust instruction in response to ongoing learning progress.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN.	2019 Special Education Secondary & Elementary	5	2.50/3	2.5	0.58
Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5
Special educators regularly monitor the progress of individuals with ELN in general and special curricula.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5

Special educators use appropriate technologies to support their assessments.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
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EDS 518 University Supervisor Final Evaluation 2017-2019

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, they facilitate this instructional planning in collaborative context with the individuals with exceptionalities, families, colleagues, and personnel from other agencies as appropriate.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators use multiple types of assessment information for a variety of educational decisions.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized Instructional programs, as well as to adjust instruction in response to ongoing learning progress.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators use assessment information to identify supports and adaptations required for individuals	2017 Special Education Secondary & Elementary	6	3.00/3	3	0

with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs.					
Special educators regularly monitor the progress of individuals with ELN in general and special curricula.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators use appropriate technologies to support their assessments.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, they facilitate this instructional planning in collaborative context with the individuals with exceptionalities, families, colleagues, and personnel from other agencies as appropriate.	2018 Special Education Secondary & Elementary	14	2.98/3	3	0.08
Special educators use multiple types of assessment information for a variety of educational decisions.	2018 Special Education Secondary & Elementary	14	3.00/3	3	0
Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized Instructional programs, as well as to adjust instruction in response to ongoing learning progress.	2018 Special Education Secondary & Elementary	14	2.91/3	3	0.23
Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments.	2018 Special Education Secondary & Elementary	14	2.93/3	3	0.23
Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN.	2018 Special Education Secondary & Elementary	14	2.98/3	3	0.08
Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general	2018 Special Education Secondary & Elementary	14	3.00/3	3	0

curriculum and to participate in school, system, and statewide assessment programs.					
Special educators regularly monitor the progress of individuals with ELN in general and special curricula.	2018 Special Education Secondary & Elementary	14	2.98/3	3	0.08
Special educators use appropriate technologies to support their assessments.	2018 Special Education Secondary & Elementary	14	3.00/3	3	0
Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, they facilitate this instructional planning in collaborative context with the individuals with exceptionalities, families, colleagues, and personnel from other agencies as appropriate.	2019 Special Education Secondary & Elementary	5	2.81/3	3	0.38
Special educators use multiple types of assessment information for a variety of educational decisions.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized Instructional programs, as well as to adjust instruction in response to ongoing learning progress.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5
Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5
Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5

school, system, and statewide assessment programs.					
Special educators regularly monitor the progress of individuals with ELN in general and special curricula.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators use appropriate technologies to support their assessments.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0

EDS 501 New Lesson Plan 2018-2019

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Use assessment data to identify learning needs and to develop individual program	2018 Special Education Secondary & Elementary	14	2.00/3	2	0
Rubric Criteria	DRF Name	Candidate	Average for Group	Median for Group	SD
Use assessment data to identify learning needs and to develop individual program	2019 Special Education Secondary & Elementary	5	2.14/3	2	0.38

Data Interpretation: For the case study task, scores were generally high, with a slightly lower score (2.5) in the 2018 cohort on conducting informal assessments.

The clinical educator scores were quite high, hovering around 3.0 in all areas of assessment for the 2017 and 2018 cohorts before dipping in the 2019 cohort. There lower scores occurred in several areas - the lowest (2.5) coming in:

- using multiple types of assessment information, and
- conducting formal and informal assessments of behavior, learning, and achievement to support student growth.

The same general pattern was obtained in the evaluation by the university supervisor, with higher scores in the 2017 and 2018 cohorts and a slight dip in several scores in 2019. Here the lowest scores (2.75) occurred in:

- special educators understanding measurement practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results;
- conducting formal and informal assessments of behavior, learning, and achievement to support student growth; and
- using assessment information to identify supports required for individuals with ELN to access the curriculum and to participate in school.

The Lesson Plan task scored particularly low for the two years it was assessed. In the category of “using assessment data to identify learning needs and to develop individual programs the cohorts scored 2.0 in 2018 and 2.14 in 2019.

1E. Creation and development of positive learning and work environments

TESOL/BDL 1E

All program completers are required to take *EDC 519, Teaching Internship in TESOL / Bilingual or Dual Language (BDL) Immersion*. In this course, candidates apply content learned in the EDC 516 methods course and prior educational course work to classroom and other educational settings with second language learners.

EDC 519 Course Goals: candidates will...

- Provide a collegial professional space for you to consider the complex and rewarding nature of teaching in TESOL or BDL settings
- Foster an improved understanding of the teaching / learning process in TESOL and/or BDL as reflected in the TESOL Professional Standards
- Develop a repertoire of appropriate strategies and techniques for instruction and assessment of a second language
- Expand on the knowledge base that you have as a fully certified teacher

Clinical educators complete a final evaluation of performance at the conclusion of each program completer's internship in TESOL/BDL. The final evaluation rubric directly aligns with the Pk-12 TESOL standards. Program completers must meet or exceed standard.

Below is the rubric used for the final evaluation of performance based on the 2012 TESOL standards.

The following standards are from TESOL's standards for experienced ESL and dual language immersion teachers. Preservice teachers, therefore, should be working toward these high standards as professional goals. These rubrics are additive. Meets Standard assumes that the candidate has also met the criteria under Approaches Standard. Exceeds Standard assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

Domain 1 LANGUAGE

<i>Standard</i>	<i>Approaches</i>	<i>Meets</i>	<i>Exceeds</i>
<i>Demonstrates knowledge of the components of language and languages as an integrative system.</i>	<i>Candidates are aware of the components of languages and language as an integrative system.</i>	<i>Candidates can use the components of language and languages as an integrative system to inform instruction with dual language learners.</i>	<i>Candidates can use the components of language and languages as an integrative system to create instructional plans for dual language learners.</i>
<i>Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.</i>	<i>Candidates are aware of theories and research that explain how L1 literacy development differs from L2 literacy development.</i>	<i>Candidates use theories and research that address how L1 literacy development differs from L2 literacy development to inform their teaching.</i>	<i>Candidates use theories and research that explain how L1 literacy development differs from L2 literacy development to design instruction and to conduct their own classroom research.</i>

<i>Demonstrates proficiency in the target language and serves as a good language model.</i>	<i>Candidates demonstrate proficiency in most aspects of the target language.</i>	<i>Candidates demonstrate proficiency in all aspects of the target language.</i>	<i>Candidates demonstrate proficiency in all aspects of target language for L2 and L1 speakers.</i>
<i>Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning the target language and English.</i>	<i>Candidates are aware of the sociocultural, psychological, and political variables within a community of dual language learners.</i>	<i>Candidates understand the complex social, psychological, and political nature of learning an L2 in school and integrate this knowledge in their teaching.</i>	<i>Candidates apply knowledge of sociocultural, psychological, and political variables to design instruction and improve communication with dual language learners and their families. Candidates investigate variables that affect language learning.</i>

Domain 2 CULTURE

<i>Standard</i>	<i>Approaches</i>	<i>Meets</i>	<i>Exceeds</i>
<i>Understand and apply knowledge about cultural conflicts and home events that can have an impact on dual language learners' learning.</i>	<i>Candidates are aware that cultural conflicts and home events affect interpersonal classroom relationships and dual language learning.</i>	<i>Candidates teach bicultural appreciation and identity by addressing cross-cultural conflicts and establishing high expectations across cultures.</i>	<i>Candidates design and deliver instruction that allows candidates to participate in bicultural studies and bicultural extracurricular opportunities. Candidates can integrate conflict resolution techniques into their instruction.</i>
<i>Understand and apply knowledge about communication between home and school to build partnerships</i>	<ul style="list-style-type: none"> •<i>Candidates are aware of effective techniques for communication between home and school.</i> •<i>Candidates recognize the importance of family participation and support in their children's education.</i> 	<ul style="list-style-type: none"> •<i>Candidates incorporate effective techniques for communication between home and school.</i> •<i>Candidates communicate and build partnerships with candidates' families.</i> 	<ul style="list-style-type: none"> •<i>Candidates communicate respectfully with candidates' families.</i> •<i>Candidates establish ongoing partnerships with community adults and leaders.</i> •<i>Candidates design and conduct classroom activities that encourage families to participate in their children's education.</i>

<i>Understand and apply concepts about the interrelationship between language and culture and the benefits of bilingualism and biliteracy.</i>	<i>Candidates are aware of the links between language and culture.</i>	<i>Candidates' choice of techniques and materials reflect their knowledge of the interdependence of language and culture. Candidates act as facilitators to help candidates' bilingualism and biliteracy development.</i>	<i>Candidates design classroom activities that enhance the connection between cultures and languages. Candidates act as advocates to support candidates' bilingualism and biliteracy development.</i>
<i>Uses a range of resources, including the Internet, to learn about world cultures and specifically the cultures of candidates and the target language in their classrooms and apply that learning to instruction.</i>	<i>Candidates have a general understanding of major cultural groups and begin to identify resources to increase their knowledge and understanding</i>	<i>Candidates use a range of resources about major cultural groups to deliver instruction. Candidates integrate different cultural perspectives into their instruction.</i>	<i>Candidates consistently design activities that are based on their knowledge of cultural groups and incorporate them into their teaching.</i>

Domain 3 PLANNING, IMPLEMENTING, AND MANAGING INSTRUCTION

<i>Standard</i>	<i>Approaches</i>	<i>Meets</i>	<i>Exceeds</i>
<i>Organize learning around standards-based subject matter and language learning objectives.</i>	<i>Candidates are familiar with standards relevant to dual language and content instruction at the national, state, and local levels.</i>	<i>Candidates provide standards-based dual language and content instruction from relevant national, state (e.g. RI Dual Language Program Standards), and local frameworks.</i>	<i>Candidates aid their colleagues in teaching from a standards-based perspective that meets national, state, and local objectives.</i>
<i>Incorporate activities, tasks, and assignments that develop authentic uses of language as candidates learn academic vocabulary and content-area material.</i>	<i>Candidates are aware of the need for authentic uses of academic language in target language and content-area learning and the need to design activities and assessments that incorporate both.</i>	<i>Candidates plan for and implement activities, tasks, and assignments that develop authentic uses of academic language as candidates access content-area learning objectives.</i>	<i>• Candidates design and implement activities, tasks, and assignments that develop authentic uses of academic language as candidates access content-area learning material. • Candidates collaborate with dual language partner teachers (where applicable) to develop authentic uses of academic language and activities to promote development of learners' content-area knowledge and skills in L1 and L2.</i>

<i>Plans differentiated learning experiences based on assessment of candidates' target language proficiency, learning styles, and prior formal educational experiences and knowledge.</i>	<i>Candidates are aware of candidates' language proficiency, learning styles, and prior knowledge when planning target language and content-learning activities.</i>	<i>Candidates plan activities at the appropriate language levels, integrating candidates' cultural backgrounds and learning styles. Candidates use candidates' prior knowledge in planning target language and content instruction.</i>	<i>Candidates design multilevel activities and are flexible in grouping candidates to meet instructional needs of linguistically and culturally diverse student populations.</i>
<i>Provides activities and materials that integrate listening, speaking, reading, and writing.</i>	<i>Candidates are aware that integrated learning activities build meaning through practice.</i>	<i>Candidates provide integrated learning activities using authentic sources that build meaning through practice. Candidates model activities to demonstrate ways candidates may integrate skills (e.g., language and/or content).</i>	<i>Candidates design activities that integrate skill and content areas through thematic and inquiry-based lessons.</i>

Domain 4 ASSESSMENT

<i>Standard</i>	<i>Approaches</i>	<i>Meets</i>	<i>Exceeds</i>
<i>Knowledge about and able to use a variety of assessment procedures for dual language learners</i>	<i>Candidates are aware of a variety of purposes and procedures for assessment of dual language learners. Candidates are aware of the importance of using multiple measures.</i>	<i>Candidates use multiple and appropriate formative and summative assessment measures for a variety of purposes, including classroom and student self-assessment. Candidates understand that procedures intended for native speakers may not apply to dual language learners and can explain what makes a test valid and reliable.</i>	<i>Candidates design and adapt classroom tests and alternative assessment measures to make them appropriate for dual language learners for a variety of purposes, both valid and reliable.</i>

<p><i>Uses various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for dual language learners at varying levels of language and literacy development.</i></p>	<p><i>Candidates are aware of instruments and techniques to assess the content-area knowledge of dual language learners, who are at varying levels of target language and literacy abilities.</i></p>	<ul style="list-style-type: none"> • <i>Candidates use a variety of instruments and techniques, including technology based assessment, to assess dual language learners' knowledge in the content areas at varying levels of target language and literacy ability.</i> • <i>Candidates use appropriate test adaptation techniques, (e.g., simplifying the language of assessment measures and directions).</i> • <i>Candidates make corresponding adaptations in the scoring and interpretation of the results of such assessments.</i> 	<ul style="list-style-type: none"> • <i>Candidates develop and adapt a variety of techniques and instruments when appropriate to assess dual language learners' content learning at all levels of language proficiency and literacy.</i> • <i>Candidates work collaboratively and share these techniques with their colleagues.</i>
<p><i>Prepare dual language learners to use self- and peer-assessment techniques when appropriate.</i></p>	<p><i>Candidates encourage dual language learners to monitor their own performance and provide feedback to other learners.</i></p>	<p><i>Candidates model self- and peer assessment techniques and provide opportunities for candidates to practice these in the classroom.</i></p>	<p><i>Candidates embed self- and peer assessment techniques in their instruction and model them across the curriculum. Candidates share self- and peer assessment techniques with their colleagues.</i></p>

Domain 5 PROFESSIONALISM

Standard	Approaches	Meets	Exceeds
<p><i>Works with other teachers and staff to provide comprehensive, challenging educational opportunities for dual language learners in the school.</i></p>	<p><i>Candidates understand the importance of establishing collaborative relationships among dual language staff members and all departments and resource personnel in the school.</i></p>	<p><i>Candidates collaborate with general and specialist school staff (e.g., multidisciplinary faculty teams) to establish an instructional program appropriate for dual language learners at a variety of L1 & L2 proficiency levels.</i></p>	<p><i>Candidates show leadership potential for providing instructional opportunities for dual language learners.</i></p>

<p><i>Serve as professional resource personnel in their educational communities.</i></p>	<p><i>Candidates understand ways to facilitate cooperation among dual language professionals, families, administrators, community members, policymakers and their dual language learners.</i></p>	<ul style="list-style-type: none"> •<i>Candidates model for their colleagues a variety of techniques and attitudes needed to work effectively with dual language learners.</i> •<i>Candidates keep current with media reports about the education of dual language learners.</i> •<i>Candidates demonstrate an awareness of Rhode Island Dual Language Program Standards</i> 	<ul style="list-style-type: none"> •<i>Candidates help other teachers and school administrators' work effectively with dual language learners.</i> •<i>Candidates provide instruction and professional growth activities for colleagues and share skills for working with dual language learners.</i> • <i>Candidates improve their placement program to better align with Rhode Island Dual Language Program Standards</i> •<i>Candidates help policymakers understand the curricula and instructional approaches that best meet the needs of dual language learners in their community.</i>
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Data Analysis: Between 2017-2019, 48 program completers completed this assessment. Below is a summary of performance of the Final Evaluation of Performance assignment in 2017.

Rubric Criteria	Average for Group (%)
Demonstrates knowledge of the components of language and languages as an integrative system.	90.48
Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.	87.62
Demonstrates proficiency in the target language and serves as a good language model.	94.29
Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning the target language and English.	89.52
Understand and apply knowledge about cultural conflicts and home events that can have an impact on dual language learners' learning.	85.71
Understand and apply knowledge about communication between home and school to build partnerships	82.86
Understand and apply concepts about the interrelationship between language and culture and the benefits of bilingualism and biliteracy.	85.71

Uses a range of resources, including the Internet, to learn about world cultures and specifically the cultures of candidates and the target language in their classrooms and apply that learning to instruction.	85.71
Organize learning around standards-based subject matter and language learning objectives.	90.48
Incorporate activities, tasks, and assignments that develop authentic uses of language as candidates learn academic vocabulary and content-area material.	90.48
Plans differentiated learning experiences based on assessment of candidates' target language proficiency, learning styles, and prior formal educational experiences and knowledge.	94.29
Provides activities and materials that integrate listening, speaking, reading, and writing.	93.33
Knowledge about and able to use a variety of assessment procedures for dual language learners	87.62
Uses various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for dual language learners at varying levels of language and literacy development.	85.71
Prepare dual language learners to use self- and peer-assessment techniques when appropriate.	83.81
Works with other teachers and staff to provide comprehensive, challenging educational opportunities for dual language learners in the school.	91.43
Serve as professional resource personnel in their educational communities.	82.86

Data Interpretation: The data table above shows that the 2017 cohort's greatest strengths were the ability to demonstrate proficiency in the target language and serves as a good language model and their ability to plan differentiated learning experiences based on assessment of candidates' target language proficiency, learning styles, and prior formal educational experiences and knowledge. The areas in greatest need for improvement were to serve as a professional resource in their education communities and understand and apply knowledge about communication between home and school to build partnerships. Below is a summary of performance on the implementation stages of the "School or District-Based Problem/Advocating for Change" assignment in 2018.

Rubric Criteria	Average for Group (%)
Demonstrates knowledge of the components of language and languages as an integrative system.	87.18
Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.	82.05
Demonstrates proficiency in the target language and serves as a good language model.	94.87

Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning the target language and English.	84.62
Understand and apply knowledge about cultural conflicts and home events that can have an impact on dual language learners' learning.	79.49
Understand and apply knowledge about communication between home and school to build partnerships	87.18
Understand and apply concepts about the interrelationship between language and culture and the benefits of bilingualism and biliteracy.	87.18
Uses a range of resources, including the Internet, to learn about world cultures and specifically the cultures of candidates and the target language in their classrooms and apply that learning to instruction.	89.74
Organize learning around standards-based subject matter and language learning objectives.	84.62
Incorporate activities, tasks, and assignments that develop authentic uses of language as candidates learn academic vocabulary and content-area material.	87.18
Plans differentiated learning experiences based on assessment of candidates' target language proficiency, learning styles, and prior formal educational experiences and knowledge.	92.31
Provides activities and materials that integrate listening, speaking, reading, and writing.	89.74
Knowledge about and able to use a variety of assessment procedures for dual language learners	76.92
Uses various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for dual language learners at varying levels of language and literacy development.	84.62
Prepare dual language learners to use self- and peer-assessment techniques when appropriate.	76.92
Works with other teachers and staff to provide comprehensive, challenging educational opportunities for dual language learners in the school.	84.62
Serve as professional resource personnel in their educational communities.	79.49

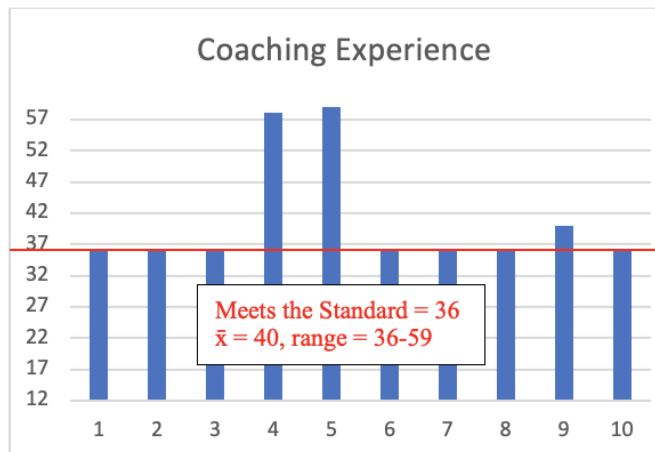
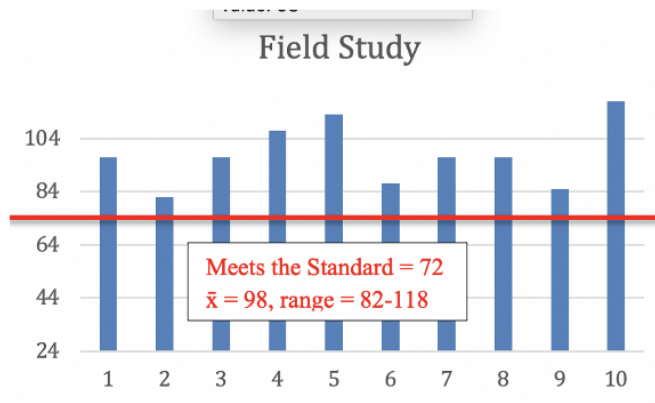
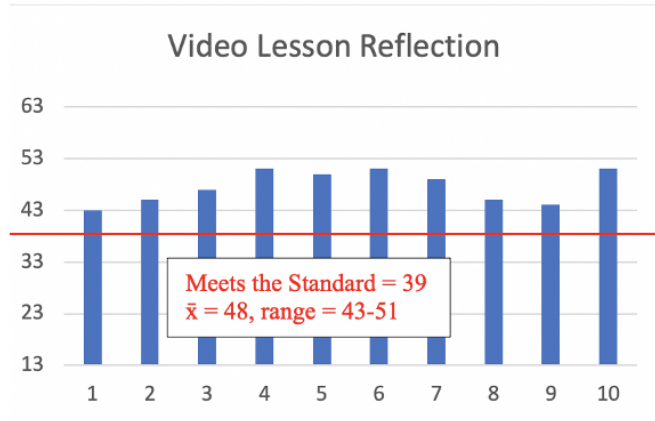
The data table above shows that the 2018 cohort's greatest strengths were the ability to demonstrate proficiency in the target language and serves as a good language model and their ability to plan differentiated learning experiences based on assessment of candidates' target language proficiency, learning styles, and prior formal educational experiences and knowledge. The areas in greatest need for improvement were knowledge about and able to use a variety of assessment procedures for dual language learners and how to prepare dual language learners to use self- and peer-assessment techniques when appropriate

[Reading 1E](#)

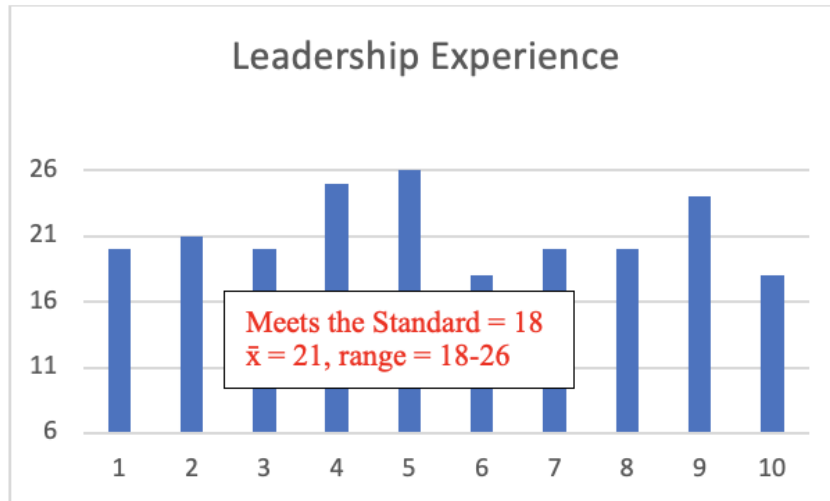
Overview: Creating positive learning and work environments is threaded throughout the MA/Reading program. Candidates are formally assessed on their ability to develop and enact emotionally sound lessons in the clinical practicum. They are also assessed based on their own classroom research, as well as their coaching and leadership work in schools. The Taskstream tasks are:

- Video lesson reflection (EDC566): Candidates video record themselves in a 90-minute session with their learner. They watch and analyze the video, and reflect on their teaching approach along several dimensions, including the learning climate and their own level of engagement.
- Field Study (EDC567): Candidates identify a specific area of instructional need in their classrooms. Candidates design a study where they gather pre-intervention student data, implement the instructional plan, gather and analyze data, write a report, and present the findings to a larger audience.
- Coaching Task (EDC594): Candidates work with other teachers to assist them in improving their practice. Candidates use their knowledge of learners, pedagogy and research to bring about changes in instructional practices to better learning environments.
- Leadership Task (EDC594): Candidates work with colleagues and school leaders to improve practices related both in school (classroom climate, instructional practices, etc.) and out of school (working with families, etc.)

Eleven candidates completed the MA/Reading program between 2018 and 2021.



Note: Variation in scores is due to COVID-19 Candidates who completed this year were able to meet, but not exceed the standard.



Data Analysis: The average scores for the Video Reflection ($\bar{x}=48$), Coaching ($\bar{x}=40$), Leadership ($\bar{x}=21$), and Field study ($\bar{x}=98$) all meet or surpass minimum requirements for each task. The minimum score received by each student also meets or exceeds the minimum of “meets the standard.”

Data Interpretation: Although our candidates met or exceeded standards in creating positive learning and work environments, this has been a challenge through the COVID-19 pandemic. Results of our candidates’ field study (not part of 1D) showed us that “learning and working environments” were drastically different throughout the pandemic. We have embraced that data and have found ways to incorporate ideas we took from it. For example, because we are unable to meet our learners in person at the university, candidates are working with learners in their own schools. We have adapted to that by incorporating more video reflections through an online platform (GoReact), where candidates are able to view and comment on their teaching, and colleagues can view/comment as well. Throughout this process we have embraced the “environment,” including families. “Coaching” now is not just colleagues and undergraduate students, but also family members who attend virtual (due to COVID) sessions with their children. We have added much more virtual experiences so that our candidates can now coach and lead their schools in these practices.

[Special Education 1E](#)

Overview: For Standard 1E candidates were assessed on several items, including: development of an IEP, Case Study, Lesson Plans, as well as clinical educator and university supervisor final evaluations. Clinical Educator Final Assessment, University Supervisor Final Assessment, and Lesson Plans. In the IEP and case study, candidates were evaluated on one criterion for each; in the final assessments on six criteria, and in the lesson plan on three criteria.

Over the course of three (full-time) to five (part-time) semesters at an elementary or secondary setting, special education candidates are assessed by their clinical educators and field supervisors through classroom observations and a summative final evaluation.

Data from these sources were collected from 2017-2019 cohorts. The data reveals generally high mean scores on a three point scale. One exception was on the IEP task regarding technological support (to be described below). The number of candidates is quite low, from 2 in the 2017 cohort, to 14 in the 2018 cohort. It would be suspect to draw any generalizable conclusions. However some observations of trends and areas for growth will be described below.

EDS 501 IEP (2017-2019)

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Plans for technologies to support candidates	2017 Special Education Secondary & Elementary	6	2.00/3	2	0
Plans for technologies to support candidates	2018 Special Education Secondary & Elementary	14	2.23/3	2.25	0.23
Plans for technologies to support candidates	2019 Special Education Secondary & Elementary	5	2.05/3	2	0.11

EDS 518 Case Study 2017-2019

Rubric Criteria	Cohort	Candidate	Average for Group (Raw)	Median for Group	SD
Use technologies to support instructional planning and individualized instruction	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Use technologies to support instructional planning and individualized instruction	2018 Special Education Secondary & Elementary	14	2.93/3	3	0.27
Use technologies to support instructional planning and individualized instruction	2019 Special Education Secondary & Elementary	5	3.00/3	3	0

EDS 518 Clinical Educator Final Evaluation 2017-2019

Rubric Criteria	Cohort	Candidate	Average for Group (Raw)	Median for Group	SD
Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators select, adapt, and use instructional strategies to promote positive learning in general and special curricula and to appropriately modify learning environments for individuals with ELN.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. They help their general education colleagues integrate candidates with IEPs into regular education classes and engage them in meaningful learning activities and social interactions.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.	2017 Special Education Secondary & Elementary	6	2.67/3	3	0.58
Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.	2018 Special Education Secondary & Elementary	14	2.93/3	3	0.16
Special educators select, adapt, and use instructional strategies to promote positive learning in general and special curricula and to appropriately modify learning environments for individuals with ELN.	2018 Special Education Secondary & Elementary	14	2.84/3	3	0.32

Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. They help their general education colleagues integrate candidates with IEPs into regular education classes and engage them in meaningful learning activities and social interactions.	2018 Special Education Secondary & Elementary	14	2.89/3	3	0.3
Special educators provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.	2018 Special Education Secondary & Elementary	14	2.98/3	3	0.08
Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.	2018 Special Education Secondary & Elementary	14	2.89/3	3	0.3
Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.	2018 Special Education Secondary & Elementary	14	3.00/3	3	0
Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5
Special educators select, adapt, and use instructional strategies to promote positive learning in general and special curricula and to appropriately modify learning environments for individuals with ELN.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5
Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. They help their general education colleagues integrate candidates with IEPs into regular education classes and engage them in meaningful learning activities and social interactions.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5
Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.	2019 Special Education Secondary & Elementary	5	2.50/3	2.5	0.58

Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5
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EDS 518 University Supervisor Final Evaluation 2017-2019

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators select, adapt, and use instructional strategies to promote positive learning in general and special curricula and to appropriately modify learning environments for individuals with ELN.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. They help their general education colleagues integrate candidates with IEPs into regular education classes and engage them in meaningful learning activities and social interactions.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.	2017 Special Education Secondary & Elementary	6	2.83/3	3	0.29
Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.	2017 Special Education Secondary & Elementary	6	3.00/3	3	0
Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.	2018 Special Education Secondary & Elementary	14	2.98/3	3	0.08
Special educators select, adapt, and use instructional strategies to promote positive learning in general and special curricula	2018 Special Education Secondary & Elementary	14	2.98/3	3	0.08

and to appropriately modify learning environments for individuals with ELN.					
Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. They help their general education colleagues integrate candidates with IEPs into regular education classes and engage them in meaningful learning activities and social interactions.	2018 Special Education Secondary & Elementary	14	2.91/3	3	0.23
Special educators provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.	2018 Special Education Secondary & Elementary	14	2.98/3	3	0.08
Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.	2018 Special Education Secondary & Elementary	14	2.93/3	3	0.16
Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.	2018 Special Education Secondary & Elementary	14	3.00/3	3	0
Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.	2019 Special Education Secondary & Elementary	5	2.88/3	3	0.25
Special educators select, adapt, and use instructional strategies to promote positive learning in general and special curricula and to appropriately modify learning environments for individuals with ELN.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. They help their general education colleagues integrate candidates with IEPs into regular education classes and engage them in meaningful learning activities and social interactions.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0
Special educators provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.	2019 Special Education Secondary & Elementary	5	2.75/3	3	0.5
Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance	2019 Special Education Secondary & Elementary	5	3.00/3	3	0

communication of individuals with exceptional needs.					
Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.	2019 Special Education Secondary & Elementary	5	3.00/3	3	0

EDS 501 New Lesson Plan 2018-2019 (2 years only)

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
Uses augmentative, alternative, and assistive technologies to support communication	2018 Special Education Secondary & Elementary	14	2.21/3	2	0.43
Plans communication strategies that match the individual student's language proficiency and cultural and linguistic differences, including candidates whose primary language is not English	2018 Special Education Secondary & Elementary	14	2.14/3	2	0.36
Use technologies to support instructional planning and individualized instruction	2018 Special Education Secondary & Elementary	14	2.79/3	3	0.43
Uses augmentative, alternative, and assistive technologies to support communication	2019 Special Education Secondary & Elementary	5	2.00/3	2	0
Plans communication strategies that match the individual student's language proficiency and cultural and linguistic differences, including candidates whose primary language is not English	2019 Special Education Secondary & Elementary	5	2.00/3	2	0
Use technologies to support instructional planning and individualized instruction	2019 Special Education Secondary & Elementary	5	3.00/3	3	0

Data Interpretation: The clinical educator scored candidates in the 2017 and 2018 cohorts quite highly, with scores averaging near 3.0. The 2019 cohort, though admittedly small with just four candidates, averaged nearer to 2.75. The lowest score was found in the area of using “augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs” (2.5). Overall, the university supervisor scored the candidates slightly higher in these areas and overall.

Analyses of the IEP task found some of the lowest scores in the Special Education Program standards. “Making plans for technologies to support candidates” was a particular area of weakness and should be addressed. The cohorts from 2017, 2018, and 2019 all scored around 2.0 in this area. It is an interesting finding considering candidates were rated highly for actually using technologies to support instruction. Reviewers likely found that technologies were used, just not in a manner that was entirely effective or as efficiently as possible with better planning.

Another area for future focus is in the development of lesson plans by candidates. In the 2018 and 2019 cohorts, “using augmentative, alternative, and assistive technologies to support communication” averaged a little over 2.0; “planning communication strategies to support all candidates” averaged in the same range.

1F. Dispositions and behaviors required for successful professional practice

[TESOL/BDL 1F](#)

Overview: All program completers are required to take *EDC 519, Teaching Internship in TESOL / Bilingual or Dual Language (BDL) Immersion*.

Course Description: candidates apply content learned in the EDC 516 methods course and prior educational course work to classroom and other educational settings with second language learners.

Overall Course Goals

- Provide a collegial professional space for you to consider the complex and rewarding nature of teaching in TESOL or BDL settings
- Foster an improved understanding of the teaching / learning process in TESOL and/or BDL as reflected in the TESOL Professional Standards
- Develop a repertoire of appropriate strategies and techniques for instruction and assessment of a second language
- Expand on the knowledge base that you have as a fully certified teacher

All program completers demonstrate dispositions and professional behaviors on the Teaching Philosophy Assignment in EDC 519. In this assignment program completers must develop a philosophy of teaching that reflects their understanding and commitment to *critical* issues related to culturally and linguistically diverse candidates as a result of completing the certification courses. They must provide connections to the national TESOL standards and connect the philosophy to research. The TESOL standards include the following domains: Language; Culture; Planning, Implementation, and Managing Instruction; Assessment; Professionalism.

Between 2017-2019 forty-eight (48) program completers completed this assessment and were evaluated using the assessment rubric provided below:

EDC 519-Teaching Philosophy Rubric

Grading Criteria	Exceeds Standard	Meets Standard	Approaches Standard	Falls Below Standard
Professional Teaching Philosophy	Student demonstrates deep reflection on and personalization of the learning developed throughout the certification coursework. Student strategically uses the TESOL standards as a framework for understanding and articulating the most critical issues in education for CLD candidates.	Student demonstrates reflection on and personalization of the learning developed throughout the certification coursework. Student uses the TESOL standards as a framework for understanding and articulating the most critical issues in education for CLD candidates.	Student demonstrates some reflection on and personalization of the learning developed throughout the certification coursework. Student somewhat uses the TESOL standards as a framework for understanding and articulating the most critical issues in education for CLD candidates.	Student does not demonstrate reflection on and personalization of the learning developed throughout the certification coursework. Student does not use the TESOL standards as a framework for understanding and articulating the most critical issues in education for CLD candidates.

Application of Philosophy	Student demonstrates a commitment to applying the philosophy to current and future practice based on clear and relevant examples.	Student demonstrates a commitment to applying the philosophy to current and/or future practice based on clear examples.	Student vaguely demonstrates a commitment to applying the philosophy to current and/or future practice based on examples.	Student does not demonstrate a commitment to applying the philosophy to current and/or future practice.
Use of Evidence to Support Philosophy	Student clearly supports claims with quality research. All sources are properly and appropriately cited and referenced.	Student supports claims with research. All sources are cited and referenced.	Student vaguely supports claims with research. Not all sources are cited and referenced.	Student does not support claims with research. Sources are not properly cited and referenced.
Clarity of Response	Student's writing is a pleasure to read; ideas are well understood and are free of any mechanical errors.	Student's writing is easy to read; ideas are understood and mostly free of mechanical errors.	Student's writing is not easy to read; ideas are impacted by mechanical errors.	Student's writing is difficult to read; ideas are greatly impacted by mechanical errors.
Point Value	4 points	3 points	2 points	1 point

Data Analysis: There were thirty-five (35) program completers in 2017 who completed this assessment. Below is a summary chart of how our program completers in 2017 performed on the teaching philosophy assessment within each criteria on the rubric.

Rubric Criteria	Average for Group (%)
Professional Teaching Philosophy	96.07
Application of Philosophy	97.14
Use of Evidence to Support Philosophy	90
Clarity of Response	97.86

*Taskstream Teaching Philosophy performance report 2017

Data Interpretation: The average score of our program completers in 2017 was 95.26%. Almost all program completers in 2017 exceeded the standard and did well on all parts of this assessment. There were thirteen (13) program completers in 2018. Below is a summary chart of how our program completers in 2018 performed on the teaching philosophy assessment within each criteria on the rubric. The average score of our program completers in 2018 was 95.43%. Almost all program completers in 2018 exceeded the standard and did well on all parts of this assessment.

Rubric Criteria	Average for Group (%)
Professional Teaching Philosophy	97.12
Application of Philosophy	96.15
Use of Evidence to Support Philosophy	92.31
Clarity of Response	96.15

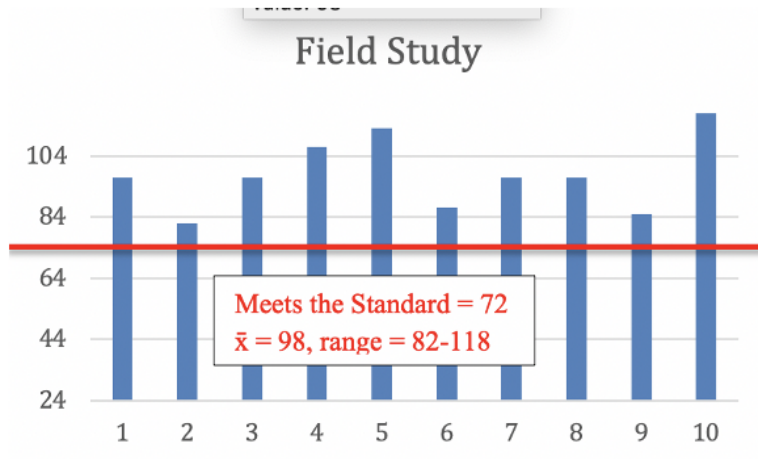
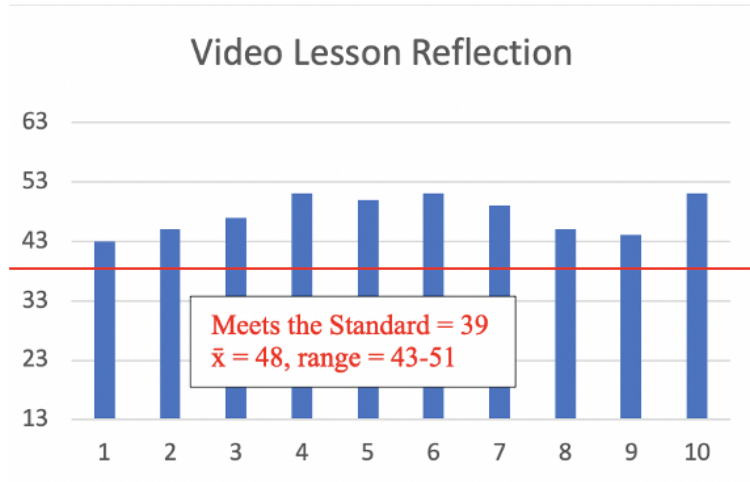
*Taskstream Planning for Diverse Learners performance report 2018

[Reading 1F](#)

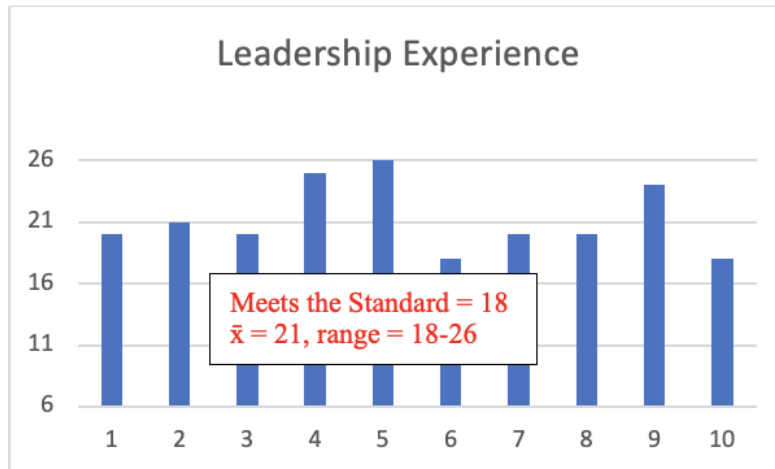
Dispositions are assessed informally throughout the program (each course has a “task” for dispositions). Dispositions are formally assessed via candidates video reflection (candidate’s ability to reflect on practice and create goals for growth), and coaching and leadership experiences (ability to work with others, particularly more recalcitrant colleagues, and to reflect on and identify their own roles in teacher and school functioning).

- Video lesson reflection (EDC566): Candidates video record themselves in a 90-minute session with their learner. They watch and analyze the video, and reflect on their teaching approach along several dimensions, including the learning climate and their own level of engagement.
- Coaching Task (EDC594): Candidates work with other teachers to assist them in improving their practice. Candidates use their knowledge of learners, pedagogy and research to bring about changes in instructional practices to better learning environments.
- Leadership Task (EDC594): Candidates work with colleagues and school leaders to improve practices related to both in school (classroom climate, instructional practices, etc.) and out of school (working with families, broader agencies, etc.).

Eleven candidates completed the MA/Reading program between 2018 and 2021. Their data on these tasks is as follows:



Note: Variation in scores is due to COVID-19 Candidates who completed this year were able to meet, but not exceed the standard.



Data Analysis: The average scores for the Video Reflection ($\bar{x}=48$), Coaching ($\bar{x}=40$), Leadership ($\bar{x}=21$), and Field study ($\bar{x}=98$) all meet or surpass minimum requirements for each task. The minimum score received by each student also meets or exceeds the minimum of “meets the standard.”

Data Interpretation: Within the coaching and leadership tasks, feedback and candidate reflections show the challenge of working with those who are not receptive. We have added support for understanding and supporting adult learning. Although our candidates do well on the in-course and formal assessments, we need to continue to monitor dispositions and create a way to “evaluate” them more formally.

[Special Education 1F](#)

Overview: For Standard 1F candidates were assessed on several task stream items, including: development of an IEP, Lesson Plans, as well as clinical educator and university supervisor final evaluations. In the IEP and lesson plans, candidates were evaluated on one criterion for each; in the final assessments they were evaluated on sixteen criteria.

Over the course of three (full-time) to five (part-time) semesters at an elementary or secondary setting, special education candidates are assessed by their clinical educators and field supervisors through classroom observations and a summative final evaluation.

Data from these sources were collected from 2017-2019 cohorts. The data reveals generally high mean scores on a three point scale. One exception was on the IEP task regarding awareness of legal matters that are required for a student with ELN. Here the scores fell each year, from 2.67 in 2017 to 2.00 in 2019.

EDS 501 IEP 2017-2019

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
<i>Aware of the legal matters that are required for a student with ELN.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	2.67/3	3	0.52
<i>Aware of the legal matters that are required for a student with ELN.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.36/3	2.38	0.35
<i>Aware of the legal matters that are required for a student with ELN.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.00/3	2	0

EDS 518 Clinical Educator Final Evaluation 2017-2019

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
<i>Special educators can safely intervene with individuals with ELN in crisis.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	2.67/3	3	0.58
<i>Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0

<i>Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	2.67/3	3	0.58
<i>Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators know their own limits of practice and practice within them.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	2.67/3	3	0.58
<i>Special educators embrace their role as advocate for individuals with ELN. They promote and advocate the learning and well being of individuals with ELN across a wide range of settings and different learning experiences.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0

<i>Special educators are viewed as specialists who actively seek their collaboration to effectively include and teach individuals with ELN.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators can safely intervene with individuals with ELN in crisis.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.95/3	3	0.15
<i>Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.84/3	3	0.3
<i>Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.82/3	3	0.32
<i>Special educators collaborate with families and other colleagues to ensure non-biased, meaningful assessments and decision-making.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.91/3	3	0.3
<i>Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	3.00/3	3	0
<i>Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.98/3	3	0.08
<i>Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	3.00/3	3	0
<i>Special educators are aware of how their own and others attitudes, behaviors, and</i>	<i>2018 Special Education Secondary & Elementary</i>	14	3.00/3	3	0

<i>ways of communicating can influence their practice.</i>					
<i>Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.91/3	3	0.3
<i>Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	3.00/3	3	0
<i>Special educators know their own limits of practice and practice within them.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	3.00/3	3	0
<i>Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.80/3	3	0.4
<i>Special educators embrace their role as advocate for individuals with ELN. They promote and advocate the learning and well being of individuals with ELN across a wide range of settings and different learning experiences.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.91/3	3	0.3
<i>Special educators are viewed as specialists who actively seek their collaboration to effectively include and teach individuals with ELN.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	3.00/3	3	0
<i>Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.82/3	3	0.4
<i>Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.84/3	3	0.32
<i>Special educators can safely intervene with individuals with ELN in crisis.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.50/3	2.5	0.58
<i>Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.75/3	3	0.5

<i>Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.75/3	3	0.5
<i>Special educators collaborate with families and other colleagues to ensure non-biased, meaningful assessments and decision-making.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.75/3	3	0.5
<i>Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.75/3	3	0.5
<i>Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	3.00/3	3	0
<i>Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	3.00/3	3	0
<i>Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.75/3	3	0.5
<i>Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	3.00/3	3	0
<i>Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	3.00/3	3	0
<i>Special educators know their own limits of practice and practice within them.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	3.00/3	3	0
<i>Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	3.00/3	3	0

<i>Special educators embrace their role as advocate for individuals with ELN. They promote and advocate the learning and well being of individuals with ELN across a wide range of settings and different learning experiences.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	3.00/3	3	0
<i>Special educators are viewed as specialists who actively seek their collaboration to effectively include and teach individuals with ELN.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.75/3	3	0.5
<i>Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	3.00/3	3	0
<i>Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	3.00/3	3	0

EDS 518 University Supervisor Final Evaluation 2017-2019

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
<i>Special educators can safely intervene with individuals with ELN in crisis.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	2.83/3	3	0.29
<i>Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators collaborate with families and other colleagues to ensure non-biased, meaningful assessments and decision-making.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0

<i>Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	2.83/3	3	0.29
<i>Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators know their own limits of practice and practice within them.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	2.83/3	3	0.29
<i>Special educators embrace their role as advocate for individuals with ELN. They promote and advocate the learning and well being of individuals with ELN across a wide range of settings and different learning experiences.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators are viewed as specialists who actively seek their collaboration to effectively include and teach individuals with ELN.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN.</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0
<i>Special educators use collaboration to facilitate the successful transitions of</i>	<i>2017 Special Education Secondary & Elementary</i>	6	3.00/3	3	0

<i>individuals with ELN across settings and services.</i>					
<i>Special educators can safely intervene with individuals with ELN in crisis.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.98/3	3	0.08
<i>Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.91/3	3	0.2
<i>Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.91/3	3	0.23
<i>Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.86/3	3	0.26
<i>Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.93/3	3	0.16
<i>Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.93/3	3	0.16
<i>Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.98/3	3	0.08
<i>Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.98/3	3	0.08
<i>Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.89/3	3	0.23
<i>Special educators actively plan and engage in activities that foster their professional growth and keep them</i>	<i>2018 Special Education Secondary & Elementary</i>	14	3.00/3	3	0

<i>current with evidence-based best practices.</i>					
<i>Special educators know their own limits of practice and practice within them.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.95/3	3	0.15
<i>Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.80/3	3	0.37
<i>Special educators embrace their role as advocate for individuals with ELN. They promote and advocate the learning and well being of individuals with ELN across a wide range of settings and different learning experiences.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	3.00/3	3	0
<i>Special educators are viewed as specialists who actively seek their collaboration to effectively include and teach individuals with ELN.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	3.00/3	3	0
<i>Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.86/3	3	0.32
<i>Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	2.86/3	3	0.32
<i>Special educators can safely intervene with individuals with ELN in crisis.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.81/3	3	0.38
<i>Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	3.00/3	3	0
<i>Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.88/3	3	0.25
<i>Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.75/3	3	0.5

<i>Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	3.00/3	3	0
<i>Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	3.00/3	3	0
<i>Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	3.00/3	3	0
<i>Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	3.00/3	3	0
<i>Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.88/3	3	0.25
<i>Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	3.00/3	3	0
<i>Special educators know their own limits of practice and practice within them.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.75/3	3	0.5
<i>Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.75/3	3	0.5
<i>Special educators embrace their role as advocate for individuals with ELN. They promote and advocate the learning and well being of individuals with ELN across a wide range of settings and different learning experiences.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.88/3	3	0.25
<i>Special educators are viewed as specialists who actively seek their collaboration to effectively include and teach individuals with ELN.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.88/3	3	0.25

<i>Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.88/3	3	0.25
<i>Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	2.88/3	3	0.25

EDS 501 New Lesson Plan 2018-2019 (2 years only)

Rubric Criteria	Cohort	Candidate	Average for Group	Median for Group	SD
<i>Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed through schooling.</i>	<i>2018 Special Education Secondary & Elementary</i>	14	3.00/3	3	0
<i>Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed through schooling.</i>	<i>2019 Special Education Secondary & Elementary</i>	5	3.00/3	3	0

Data Interpretation: On the 16 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.

On these evaluations of dispositions and professional behaviors, the only area of concern was in the candidates awareness of legal matters required for candidates with exceptional learning needs. Here the averages trended downward over three years: 2017 (2.67); 2018 (2.36); 2019 (2.00). Although the authors evaluated were small in number, it was a consistent downward trend. This is an area for future focus.

Conclusion: Standard 1 Candidate/Completer Performance

The University of Rhode Island School of Education advanced licensure programs have demonstrated that candidates and program completers demonstrate strong content knowledge and performance in school settings using multiple measures, multiple perspectives, direct measures, and evidence of performance in clinical settings. Multiple measures across programs

include GPA, preparedness for licensure tests, and observations of clinical/internship experiences. Many faculty, university supervisors, and school-based clinical educators offer multiple perspectives on candidates' and program completers' performance. Program-specific faculty collaboratively analyzed standard 1 data, conducted the analyses, and co-wrote the data interpretation to inform strengths to retain, necessary program changes, and ideas for innovation. Overarching key findings include:

- Strengths to retain: Candidate GPA, performance on state-required licensure tests, effective internship/clinical experiences..
- Necessary program changes: Comprehensive assessment of candidate dispositions throughout the program; consider innovative ways to increase enrollment in the Reading MA program; lesson planning innovations (e.g., assistive technology, digital tools).
- Innovations: Reinstitute data days within and across programs throughout the department. The SOE believes we have a strong assessment system that next needs refining to ensure that we have usable data to inform curriculum, instruction, and programmatic decisions both within programs and across programs. We plan to incorporate two days annually for “data days” across programs and then discuss program-specific data at monthly team meetings.

THE CASE FOR STANDARD TWO: COMPLETER PROFESSIONAL COMPETENCE AND GROWTH

THE CASE FOR STANDARD TWO: COMPLETER PROFESSIONAL COMPETENCE AND GROWTH

Advanced Quality Assurance Report: Completer Professional Growth and Competence

Introduction

Faculty and program staff from the University of Rhode Island's (URI) Feinstein College of Education and Professional Studies, School of Education has annually employed multiple direct measures of program satisfaction and preparedness for teaching from current and past program completers and their employers. As a nationally accredited program, information has been collected since 2014 on students' perceptions of all aspects of their educational experience within URI and with our community partners. Extensive work has been accomplished, and as we move from our previous accreditor to AAQEP, accreditation work will continue in cooperation with faculty, advisers, program staff, students, clinical educators, and school partners to continuously improve our completers' experiences. The School of Education is committed to preparing our program completers to have a positive effect on their future students' learning, positively engage with families and communities, and successfully become professional members of their community of practice.

The Standard 2 section of the AAQEP accreditation report seeks to examine this question: *How do completers perform as professional educators with the capacity to support success for all learners?*. In the following report, we provide evidence of completers' understanding and engagement in local school and cultural communities including communicating and/or fostering relationships with families/guardians/caregivers, engagement in culturally responsive educational practices in diverse cultural and socioeconomic communities, creation and development of productive learning environments, support of students' growth in international and global perspectives, evidence of professional growth, self-assessment, goal-setting, and reflective practice, and collaboration to support professional learning. Our evidence has been collected from various completer program surveys, surveys of URI teachers two years post-graduation, and employer surveys.

Methodology

Utilizing electronic surveys consisting of multiple-choice and open-ended questions, specific data is collected from three unique groups: current program completers upon conclusion of their student teaching experience, the cohort of graduates two years post-graduation, and employers of past completers. Data collected for the academic years 2016-2017, 2017-2018, 2018-2019, and 2020-2021 has been reviewed and analyzed by the program's administration and faculty to identify and respond to any specific problems or concerns and to inform the program content.

Current program completers: Annually, at the end of the spring semester, information was collected from current completers through a web-based survey of multiple-choice questions with

scaled responses and an open-ended survey that identifies programmatic strengths and weaknesses. Both assessed completers' satisfaction with the teacher preparation program.

Utilizing multiple-choice questions, completers were asked to assess program quality including specific foundation and methods courses, student teaching experience, experiences with diverse learners, availability, and condition of program resources, and preparation for teaching, including professional preparation based on Rhode Island's Professional Teacher Standards.

Beginning in 2020-2021 both the open and closed-ended program completer surveys were realigned to AAQEP Standard 2 Professional Growth and Competence.

The open-ended program completer survey collects written responses of completers' comments on the strength of their program and recommendations for improvement to strengthen the program for future graduates. Closed-ended multiple-choice questions with scaled responses have been devised to assess the six aspects of AAQEP Standard 2 Professional Growth and Competence.

Teachers (graduate cohort): Annually between 2016 and 2018, an electronic survey of 25 multiple-choice questions with scaled responses were sent to the 2-year post-graduation cohort. Assessed were the graduate completers' satisfaction with URI's teacher preparation program, the graduates' content and pedagogical knowledge, knowledge of effective practices for supporting students including diverse learners, and the effectiveness of the teachers' professional development and role as a change agent in the learning community. Additionally, there was one open-ended question that asked the graduates for recommendations to improve the program now that they were teaching in the field.

The 2-year follow-up graduate survey was redesigned in 2021 to align with AAQEP's Standard 2-Professional Growth and Competence. The survey consists of 13 questions with scaled responses coordinated with teachers' engagement in professional practice in educational settings to demonstrate the teachers have the skills and abilities to do so in a variety of additional settings and community/cultural contexts. World Language Survey completers' responses on their preparedness were recorded on two questions aligned with Standard 2 aspects 1 through 5. A response to just one question was recorded for the sixth aspect of Standard 2. Responses to two questions aligned with 3 a/b Coherent Curriculum with Clear Expectations and Field Experiences were recorded.

Employers: Using employer information obtained from the Rhode Island Department of Education, an annual electronic survey of past completers is performed. For the 2020-2021 survey the questions were reformatted to align with the six aspects of AAQEP's Standard 2 Completer Professional Competence and Growth. The survey consists of 12 questions with scaled responses coordinated with teachers' engagement in professional practice in educational settings to demonstrate the teachers have the skills and abilities to do so in a variety of additional settings and community/cultural contexts. Additionally, two open-ended questions allow the employers to include recommendations for the faculty and to add any additional comments about the teacher employee.

Data Analysis

Current Program Completers

Open-ended questions: Using a self-report questionnaire, the completers were asked to answer open-ended questions at the conclusion of their degree programs. The completers' answers were reviewed, and responses were reported as positive, consistent with the question and making no exceptions, a response that was positive and consistent with the question but modified with an

exception, and a response that was vague or inconsistent with the question or in opposition to the question was also noted. Responses that were left blank or those that were inconsistent with the question were not included in this report.

Closed-ended (multiple-choice) questions: A web-based survey with multiple-choice questions was conducted of completers from 2018 through 2020. Completers were asked a series of questions with a limited set of possible responses. Responses were reported using scaled responses dependent on the question and tallied to report percentages.

For the school year 2020-2021, the program completer survey questions were aligned with AAQEP Completer Growth and Competency Standard 2. Two new questions were developed and added for each aspect (1-5) of S2 Professional Growth and Competency. Aspect 6 has only one question. A 5-point Likert scale was developed. A rating of 1 indicated being not prepared, 2 - somewhat prepared, 3 - neutral, 4 - well prepared, and 5 - exceptionally prepared. Responses were reported using scaled responses dependent on the question and tallied to report percentages.

For question 3a/b, a different 5-point Likert scale was developed. A rating of 1 - none, 2 - not often, 3 - regularly, 4 - very often, and 5 - systematically and throughout the curriculum. Answers were reported using scaled responses dependent on the question and tallied to report percentages.

Teachers (2-year post-graduation cohort)

Annually between 2018 and 2020 an electronic survey of 25 multiple-choice questions with scaled responses and one open-ended question that asked the graduates for recommendations to improve the program now that they were teaching in the field.

The teacher survey was amended in 2021 to align with the six aspects of AAQEP's Standard 2 Completer Professional Competence and Growth. The new electronic survey includes 12 questions with responses measured on a 5-item Likert scale assessing completers' preparation for, confidence in, and importance of engagement in professional practice in educational settings to demonstrate the teachers have the skills and abilities to do so in a variety of additional settings and community/cultural contexts. Responses were reported using scaled responses dependent on the question and tallied to report percentages.

Employers

Between 2018-2020, an electronic survey was sent to employers of URI program completers who had been teaching in the field for at least two years. Assessed was the employer's satisfaction with URI's teachers' preparation. The electronic survey contained multiple-choice questions with scaled responses specific to each question. Two additional open-ended questions are also included. Responses were reported using scaled responses dependent on the question and tallied to report percentages.

The questions were aligned with the six aspects of AAQEP's Standard 2 Completer Professional Competence and Growth. The survey consists of 12 questions with scaled responses 1= not at all prepared in this skill, 2 - poorly prepared in this skill, 3 - undecided, 4 - adequately prepared in this skill, and 5 - well prepared in this skill. Responses are and tallied to report percentages.

Below, readers will find participant information and survey findings by program and AAQEP aspect: TESOL, Reading, and Special Education advanced licensure programs. Standard 2 will close with a conclusion and next steps for all three programs.

Participants

- 19 program completers reported their responses on the newly designed TESOL Completer Open-Ended Survey 2020-2021
- 5 completers reported their responses on the TESOL Multiple Choice Question Survey Results of 2018
- 22 program completers reported their responses on the newly designed TESOL Completer Multiple-Choice Survey 2019-2020
- 12 program completers reported their responses on the 2018 2-year Follow-up Graduate Survey of Responses.
- 3 program completers reported their responses on the newly designed 2019-2020 2-year Follow-up Graduate Survey of Responses
- 3 employers of completers responded to a survey's multiple-choice questions about URI teachers' impact on students

Findings

Findings are reported for each aspect of AAQEP Standard 2 Professional Growth and Competence for program completers, teachers (2-year post-graduation cohort), and employers.

TESOL

SPECIAL EDUCATION

READING

TESOL

Aspect 2a. Understanding and Engagement in Local School and Cultural Communities and Communicate/Foster Relationships with Families/Guardians/Caregivers

Open-ended question responses:

In response to the change of national accreditors to AAQEP, the Completer Survey of 2020-2021 with open-ended responses was the first effort by SOE faculty and administration to report on understanding and engaging in local school and cultural communities and communication and fostering relationships with families/caretakers/guardians. No comments were received on this aspect.

Multiple choice question responses:

Data from the 2018 survey asked completers to rate their responses to the following two questions. ($n=5$)

1. How well prepared were you to support the learning of all students in a diverse community?

Five completers (100%) reported they were highly prepared to support all students in a diverse community.

Completer survey results ($n=22$) from the redesigned 2-year Follow-up Completer Program survey asked two questions assessing understanding and engagement in local school and cultural communities and communicating and fostering relationships with families/guardians/caretakers in a variety of communities.

2. How well prepared were you to engage with community agencies to support families/caretakers/guardians:

One completer (4.55%) reported they were exceptionally prepared, 12 (54.55%) reported they were well prepared, 8 completers (36.36%) reported they were neutral, and 1 completer (4.55%) reported they were somewhat prepared on this aspect.

3. How often were you given the opportunity to engage in reflective practice about engaging with families/guardians/caretakers of culturally diverse or developmentally atypical diverse learners?

Three completers (13.64%) were exceptionally prepared, 12 completers (54.55%) were well-prepared, 4 completers (18.18%) were neutral, and 3 completers reported being somewhat prepared to engage in reflective practice about engaging with families/guardians/caretakers of culturally diverse or developmentally atypical diverse learners.

Teacher surveys (2-year follow up of graduates) responses:

Completer survey results ($n=12$) from the 2-year Follow-up Graduates Survey of 2020 graduates reflected AAQEP Completer Growth and Competency Standard 2.

The redesigned survey 2-year Follow-up Completer Program survey did not assess this aspect.

Employer survey responses:

In the TESOL 2018-2020 Employer survey, the question:

1. How well prepared is the teacher to knowledgeably engage with families/guardians/caretakers of diverse learners?

All three employers (100%) reported the teacher was always prepared to knowledgeably engage with families/guardians/caretakers of diverse learners.

Aspect 2b. Engaging in Culturally Responsive Educational Practices in Diverse Cultural and Socioeconomic Community Contexts

Open-ended question responses:

In response to the change of national accreditors to AAQEP, the Completer Survey of 2020-2021 with open-ended responses was the first effort by SOE faculty and administration to report on culturally responsive education practices in diverse cultural and socioeconomic community contexts. Some program completers recommended they receive more preparation on how to teach a diversity of learners.

Multiple choice question responses:

The 2018 survey did not ask questions on this aspect.

On the redesigned 2020-2021, TESOL Survey completers' responses on their preparedness were recorded on two questions aligned with Standard 2 Aspect 2b. ($n=22$). Two questions were asked assessing completers' preparation, confidence, and importance of engaging in culturally responsive educational practices in diverse cultural and socioeconomic community contexts.

1. How well prepared are you to understand the educational and developmental needs of diverse learners?

10 completers (45.45%) responded they were exceptionally prepared, 8 completers (36.36%) were well prepared, 3 completers (13.64%) were neutral, and 1 completer (4.55%) reported being somewhat prepared on this aspect.

2. How well prepared were you to design and engage in culturally responsive educational practices with diverse learners in diverse community contexts?

10 completers (45.45%) responded they were exceptionally prepared, 9 completers (40.91%) were well prepared, 3 completers (13.64%) were neutral.

2-year follow-up of graduate (teacher completer) survey responses:

Survey results ($n=3$) assessing teachers' preparedness, confidence, and importance of knowledgeably engaging, and fostering relationships with families/guardians/caretakers of:

1. Teachers' preparedness, confidence, and importance of knowledgeably engaging, and fostering relationships with families/guardians/caretakers of culturally diverse learners. Preparation - The one teacher felt prepared to knowledgeably engage and foster relationships with families/guardians/caretakers of culturally diverse learners.

Confidence - The one teacher reported feeling confident on this item.

Importance - The one teacher identified knowledgeably engaging and foster relationships with families/caretakers/guardians of culturally diverse learners as very important.

2. Teachers' preparedness, confidence, and importance of knowledgeably engaging, and fostering relationships with families/guardians/caretakers of developmentally atypical learners.

Preparation - The one teacher felt very prepared to knowledgeably engage and foster relationships with families/guardians/caretakers of developmentally atypical learners.

Confidence - The one teacher reported feeling very confident on this item.

Importance - The one teacher identified knowledgeably engaging and fostering relationships with families/guardians/caretakers of developmentally atypical learners as very important.

Employer survey responses:

For the 2018-2020 survey, the question was amended to, "How often does the teacher engage in culturally responsive teaching practice?"

Three employers (100%) of those surveyed reported teachers were always prepared to engage in culturally responsive teaching practice.

Aspect 2c. Creating and Developing Productive Learning Environments

Open-ended question responses:

Completers reported the URI program professors were very supportive helping completers create and develop productive learning environments.

Multiple choice question responses:

The 2018 Completer Survey did not ask a question on this aspect.

Completer responses on the redesigned 2020-2021 Completer Survey have reported their preparedness on two questions assessing preparedness to create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts. ($n=22$)

1. How well prepared were you to use professional strategies to create productive learning environments in a variety of school contexts?

Five completers (22.73%) were exceptionally prepared, 16 completers were well-prepared (72.73%), and 1 completer (4.55%) were neutral on this aspect.

2. How well prepared were you to utilize (incorporate) technology to create a productive learning environment?

Six completers (27.27%) were exceptionally prepared, 15 completers were well-prepared (68.18%), 1 completer (4.55%) was neutral on this aspect.

2-year follow-up of graduate (teacher completer) survey responses:

For S2 question c - Five questions were asked of teachers on the redesigned 2-year Follow-up Completer Program survey assessing preparation, confidence, and importance of creating and developing productive learning environments. ($n=15$)

1. How well prepared are you to use professional strategies to create productive learning environments in a variety of school contexts?

Responses included 2 completers (13.33%) of completers reported being neutral, 8 completers (53.33%) indicated they were well prepared, and 5 completers (33.33%) reported being exceptionally prepared to develop productive learning environments in a variety of school contexts.

2. How well prepared were you to utilize (incorporate) technology to create a productive learning environment?

Responses included 2 completers (13.33%) of completers reported being neutral, 9 completers (60%) of completers indicated they were well prepared, and 4 completers (26.67%) reported

being exceptionally prepared to utilize (incorporate) technology to create a productive learning environment.

Teacher surveys (2-year follow up of graduates) responses:

Completer survey results from the 2-year Follow-up of Graduates Survey of 2018 graduates did not separate TESOL program completers from all program completers.

For S2 question c - Five questions were asked of completers on the redesigned 2-year Follow-up Completer Program survey assessing completers' preparation, confidence, and importance of creating and developing productive learning environments.

Completer survey results ($n=3$) include the completer's responses to how prepared, and confident they felt, and the importance of each of the following five questions:

1. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts.

Preparation - 2 completers (66.6%) felt very prepared to creating productive learning environments and use strategies to develop productive learning environments in a variety of school contexts. 1 (33.3%) completer reported being prepared.

Confidence - 3 completers (100%) reported feeling confident on this item.

Importance - 3 completers (100%) responded that creating productive learning environments and using strategies to develop productive learning environments in a variety of school contexts was extremely important.

2. Organize resources, materials, and physical space to support the active engagement of students.

Preparation - 3 completers felt very prepared to organize resources, materials, and physical space to support the active engagement of students.

Confidence - 2 completers reported being very confident on this item. 1 completer reported being confident.

Importance - 2 completers responded that organizing resources, materials, and physical space to support the active engagement of students was extremely important. 1 completer reported it was very important.

3. Utilize technology to positively affect student learning.

Preparation - 3 completers reported being prepared to utilize technology to positively affect student learning.

Confidence - 1 completer reported being very confident on this item. 1 completer reported being somewhat confident and 1 completer reported being minimally competent.

Importance - 3 completers responded that utilizing technology to positively affect student learning was important.

4. Understand how to analyze and interpret assessment data.

Preparation - 2 completers reported being very prepared to understand how to analyze and interpret assessment data. 1 completer reported being just prepared.

Confidence - 1 completer reported being confident on this item. 2 completers reported being only somewhat confident.

Importance - 2 completers responded that understanding how to analyze and interpret assessment data was very important. 1 completer reported it was important.

5. Design assessment tools that are valid and reliable.

Preparation - 2 completers reported being very prepared to design assessment tools that are valid and reliable. 1 completer reported being prepared.

Confidence - 2 completers reported being very confident on this item. 1 completer reported being prepared.

Importance – 3 completers responded that understanding how to design assessment tools that are valid and reliable was very important.

Employer survey responses:

For the 2018-2020 employer survey, additional questions were added to align with AAQEP Standard 2c - Creating and Developing Productive Learning Environments. Five employers responded to the question,

1.How would you rate the teacher's ability to understand and assess student learning outcomes?

The three employers (100%) reported the teacher's ability as excellent.

2.How would you rate the teacher's level of content knowledge in his/her/their discipline?

The three employers (100%) rated the teacher's content knowledge as excellent.

3.How often has the teacher demonstrated an ability to impact student learning in a positive way?

The three (100%) of employers reported the teacher was always able to impact student learning in a positive way.

4.How effectively has the teacher used technology to impact student learning in the classroom?

Two employers (66.6%) reported the teacher was very effective in the use of technology to impact student learning and one (33.3%) employer reported the teacher was considerably effective.

5.How well prepared is the teacher to create productive learning environments?" were asked of employers.

The three employers (100%) reported the teacher was always prepared to create a productive learning environment.

Aspect 2d. Supporting Students' Growth in International and Global Perspectives

Open-ended question responses:

Completer survey results of the TESOL Completer Survey with open-ended responses did not report on topics related to supporting students' growth in international and global perspectives.

For the 2020-2021 survey, two questions were added to the survey to reflect support of students' growth in international and global perspectives. (*n*=18)

1.How well prepared were you to engage and support learners in developing worldwide perspectives that differed from their own community?

Responses included 2 completers (13.33%) of completers reported being only somewhat prepared, 4 completers (26.67%) of completers indicated they were neutral, 11 completers (33.33%) reported being well prepared and 4 completers (26.67%) reported being exceptionally prepared to engage and support learners in developing worldwide perspectives that differed from their own community.

2.How well prepared were you to engage and support learners' own worldwide perspectives?

Responses included 1 completer (6.67%) of completers reporting they were somewhat prepared, 6 completers (40%) reported being neutral, 4 completers (26.67%) of completers indicated they were well prepared and 4 completers (26.67%) of completers reported being exceptionally prepared to engage and support learners' own worldwide perspectives.

Multiple choice question responses:

Completer survey results with multiple-choice questions from the 2018 survey did not reflect support for students' growth in international and global perspectives as there were no specific questions on this topic.

Completer responses on the redesigned 2020-2021 Completer Survey have reported their preparedness on two questions assessing preparedness to support students' growth in international and global perspectives. (*n*=22)

1. *How well prepared were you to engage and support learners' in developing worldwide perspectives that differed from their own community?*

Five completers (22.72%) reported being exceptionally well prepared and 12 completers (54.55%) reported being well prepared. Three completers (13.64%) reported being neutral on this question. One completer (4.55%) reported being somewhat prepared and one completer (4.55%) reported being not at all prepared to engage and support learners' in developing worldwide perspectives that differed from their own community.

2. *How well prepared were you to engage and support learners' own worldwide perspectives?*

Five completers (22.72%) reported being exceptionally well prepared and 12 completers (54.55%) reported being well prepared. Three completers (13.64%) reported being neutral on this question. One completer (4.55%) reported being somewhat prepared and one completer (4.55%) reported being not at all prepared to engage and support learners' own worldwide perspectives.

Employer survey responses:

The Employer Survey of 2018-2020 reported on five completers' support of their students' growth in global and international perspectives.

1. *To what degree does the teacher support students' growth in global and international perspectives?*

Two employers (66.6%) reported completers supported their students' growth in these areas, to a great extent. One employer (33.3%) reported the completer considerably supported their students' growth in global and international perspectives.

Aspect 2e. Professional Growth, Self-Assessment, Goal-Setting, and Reflective Practice

Open-ended question responses:

Completer survey results of the TESOL Completer Surveys with open-ended responses reported positively on issues related to professional growth, self-assessment, goal-setting, and reflective practice. Overall, students were extremely pleased with the professors' support of their professional growth. Comments included, "One strength the TESOL program has is the professors/staff. They are so passionate and challenging they want you to become a successful teacher."

Multiple choice question responses:

Completer survey results with multiple-choice questions from the 2018 survey did not reflect support for students' growth in international and global perspectives as there were no specific questions on this topic.

Completer responses on the redesigned 2020-2021 Completer Survey reported their preparedness on two questions assessing preparedness to establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection. ($n=22$)

1. How well prepared were you to engage in professional goal setting and reflective practice?

Eight completers (36.36%) reported being exceptionally well prepared, 13 completers (59.09%) reported being well prepared and one completer (4.55%) reported being neutral on the question of how well prepared they were to engage in professional goal setting and reflective practice.

2. How well prepared were you to continue your own professional growth?

Ten completers (45.45%) responded they were exceptionally well prepared and 11 completers (50.00%) reported being well prepared to continue their professional growth. One completer (4.55%) reported being neutral on this aspect.

Teacher surveys (2-year follow up of graduates) responses:

Completer survey results from the 2-year Follow-up Graduates Survey of 2018 graduates did not separate TESOL completers from all program completers.

Employer survey responses:

For the 2020-2021 Employer survey, the question was amended to,

1. How often does the teacher establish goals for their own professional learning?

Two employers (66.6%) reported the teachers always establish goals for their professional learning. One employer (33.3%) reported the teacher frequently establishes own goals.

Aspect 2f. Collaboration to Support Professional Learning

Open-ended questions:

Completer survey results for the question on collaboration to support professional learning revealed completers expressed satisfaction with the faculty's ability to provide collaborative learning environments including "the program helps students develop a strong concept of team teaching and to work collaboratively with other professionals."

There were several responses indicating a need for more teachers to support student learning including a response after one professor left, "I think the program needs another professor that students can go to if they ever have a problem to take the stress off of the two professors left in the department." Responses indicated a need for more support for completers to learn: how to apply for a job, successful interviewing techniques, how to secure teaching licenses in their home states, how to navigate "the inner workings of a school" and how teachers "get involved on committees."

Multiple choice questions:

Completer survey results with multiple-choice questions from the 2018 survey did not reflect support for their collaboration with colleagues.

Completer responses on the redesigned 2020-2021 Completer Survey reported their preparedness on one question assessing preparedness to collaborate with colleagues to support professional learning. ($n=22$)

1. How often were you given the opportunity to engage with other students to support each other's professional learning?

Nine completers (40.91%) reported being exceptionally well prepared and 7 completers (31.82%) reported they were well prepared. Five completers (22.73%) reported being neutral and 1 completer (4.55%) reported being somewhat prepared.

Teacher surveys (2-year follow up of graduates) responses:

Completer survey results from the 2-year Follow-up Graduates Survey of 2018 graduates did not separate program completers from all program completers.

Employer survey responses:

For the 2018-2020 Employer Survey, employers were asked,

1. How effectively does the teacher collaborate with colleagues to support professional learning?

Two employers (66.6%) of those surveyed reported the teacher always effectively collaborates with colleagues. One employer (33.3%) reported the teacher frequently effectively collaborates with colleagues to support professional learning.

Conclusion:

Comments on areas to improve or strengthen included, "We need a more diverse and all TESOL students should be placed in TESOL classrooms for all practicums...". Also, a main area students cited as needing improvement was, "Awareness /knowledge of financial aid/scholarship options and programs, seems as though the departments do not communicate with each other, and education dept. puts full responsibility on the student to access resources and information on their own..."

SPECIAL EDUCATION

Introduction, Methodology, and Data Analysis are the same for all advanced reports.

Participants – There is a lack of data as surveys were not returned, surveys were not consistently conducted, and there are small cohorts.

- 20 completers reported their responses on the Special Education Multiple Choice Question Survey Results of 2017-2020
- 2 program completers reported their responses on the 2018 2-year Follow-up Graduate Survey of Responses.
- 11 employers of completers responded to the 2017 employer survey's multiple-choice questions.

Findings

Findings are reported for each aspect of AAQEP Standard 2 Professional Growth and Competence for program completers, teachers (2-year post-graduation cohort), and employers.

Aspect 2a. Understanding and Engagement in Local School and Cultural Communities and Communicate/Foster Relationships with Families/Guardians/Caregivers

Open-ended question responses:

Completer survey results of the 2017-2020 Special Education Completer Surveys with open-ended responses reporting on understanding and engagement in local school and cultural communities and communication and fostering relationships with families/guardians/caregivers. Completers found their placements incorporating urban settings were helpful as it allowed insight into school communities' differences in resources, student achievement, and expectations of students.

Teacher survey (2-year follow-up of graduates) responses:

On the 2017 2-year follow up of graduates' survey ($n=2$), the question was asked of the graduate: *1. How confident, prepared were you and important to you is your ability to interact professionally, fairly, and equitably with parents and others?*

Confidence- One completer (50%) reported they were extremely confident, and 1 completer (50%) reported they were very confident.

Preparedness- One completer (50%) reported they were extremely prepared, and 1 completer (50%) reported they were very prepared.

Importance - One completer (50%) reported this aspect was extremely important and 1 completer (50%) reported this aspect was very important.

For this aspect, there are no results from the newly redesigned 2-year follow up graduate completer survey to report.

Employer survey responses:

The 2017 Employer Survey did not ask specific questions related to the Standard 2 Professional Growth and Completer Competence Aspect 2a.

Aspect 2b. Engaging in Culturally Responsive Educational Practices in Diverse Cultural and Socioeconomic Community Contexts

Open-ended question responses:

The 2017 Special Education Completer Surveys with open-ended responses reporting on culturally responsive education practices in diverse cultural and socioeconomic community contexts.

1. How well prepared are you to support the learning of all students in a diverse learning community?

Eighteen completers (90%) reported they were highly prepared, and 2 completers (10%) reported they were moderately prepared to support the learning of all students in a diverse learning community.

2. Did faculty in your program present their curriculum for diverse learners in sensitive ways?

No completers responded always, 18 completers (90%) responded mostly, and 2 completers (10%) responded sometimes the faculty presented curriculum for diverse learners in sensitive ways.

2-year follow-up of graduates' responses:

There were no questions asked in the 2017 2-year Follow-up Graduates Survey.

Employer survey responses:

Employers ($n=11$) on the 2017 Employer survey reported on one question related to this aspect.

1. How often did the URI teacher support the learning of all students in a diverse learning community?

Four employers (36.36%) reported the URI teacher always supports all students in a diverse learning community, 5 (36.36%) reported the URI teacher frequently supports all students in a diverse learning community and 2 (18.18%) reported the URI teacher rarely supports students in a diverse learning community.

Aspect 2c. Creating and Developing Productive Learning Environments

Open-ended question responses:

2017 program completers reported the URI program has many strengths in helping completers create and develop productive learning environments. Comments included “the program focused on the newest research and practices in the field of special education, it overly prepared me for a full-time position.” “The program left me feeling well prepared and confident in my abilities to be an effective educator.”

Closed-ended question responses:

On the 2017-program completer survey, 20 completers responded to questions related to how well completers were prepared to affect student learning.

1. How well prepared are you to use assessment results to affect student learning?

Seventeen completers (85%) reported being well prepared to use assessment results to affect student learning and 3(15%) of completers reported being prepared.

Teacher survey (2-year follow-up of graduates) responses:

The 2-year Follow-up Graduates Survey of 2017 teachers reported on

1. How effectively has the teacher used technology to impact student learning in the classroom?

Completer responses ($n=11$) reported: 1 completer reporting to a great extent, 5 completers reported considerably, 4 completers reported somewhat, and 1 completer reporting not at all.

For this aspect, there are no results from the newly redesigned 2-year follow up graduate completer survey to report.

Employer survey responses:

The results of the Employer survey indicate that 4 URI teachers (36.36%) were rated excellent on their ability to understand and assess student learning outcomes, 5 teachers (45.45%) were rated above average, 1 teacher (9.09%) was rated average and one teacher (9.09%) was rated poor on their ability to understand and assess student learning outcomes.

Aspect 2d. Supporting Students' Growth in International and Global Perspectives

Open-ended question responses:

Completer survey results of the 2017 Special Education Completer Survey with open-ended responses reported on topics related to supporting students' growth in international and global perspectives revealed there were no questions or comments related to students' growth in these areas.

Multiple choice (Closed-ended) question responses:

Completer survey results with closed-ended questions from 2017-2020 did not reflect support for students' growth in international and global perspectives as there were no specific questions on this topic.

Teacher survey (2-year follow-up of graduates) responses:

Survey results from the 2-year Follow-up Graduates Survey of 2017 graduates did not report on this issue.

For this aspect, there are no results from the newly redesigned 2-year follow-up graduate completer survey to report.

Employer survey responses:

No questions were asked of employers on this aspect.

Aspect 2e. Professional Growth, Self-Assessment, Goal-Setting, and Reflective Practice

Open-ended question responses:

Completer survey results of the 2017 Special Education Completer Surveys with open-ended responses reported positively on issues related to professional growth, self-assessment, goal-setting, and reflective practice.

Completers' perceptions of the strength of their teacher education program and their recommendations for improving or strengthening the program for future graduates include learning to "design lessons in a virtual and hybrid environment."

Closed-ended question responses:

Completer survey results with closed-ended questions from 2017 indicated completers reported they were well prepared to continue their own professional development in the future.

Teacher survey (2-year follow-up of graduates) responses:

The 2-year Follow-up Graduates Survey of 2017 did not ask questions on professional growth, self-assessment, goal-setting, and reflective practice commenting that they were well prepared on this aspect.

For this aspect, there are no results from the newly redesigned 2-year follow-up graduate completer survey to report.

Employer survey responses:

No questions were asked on this aspect in the 2017 survey.

Aspect 2f. Collaboration to Support Professional Learning

Open-ended questions:

Completer survey results from the 2017 survey did not ask questions on collaboration to support professional learning.

Closed-ended (multiple-choice) questions:

There were no completer survey results from 2017-2020 for the question on collaboration to support professional learning indicated on the questions as the question was not asked.

Teacher survey (2-year follow-up) of graduate responses:

The 2-year Follow-up Graduates Survey of 2017 did not ask questions on collaboration to support professional learning.

Employer survey responses:

No questions were asked on this aspect in the 2017 survey.

READING

Introduction, Methodology, and Data Analysis are the same for all advanced reports.

For the Advanced Quality Assurance Report for Reading there is a scarcity of available data. While multiple attempts were made to program completers and employers the response was poor. This report reflects the data available to the AAQEP Leadership team. Suggestions for obtaining more data to assess AAQEP Standard 2 completer professional growth and competence are included.

Participants

- 1 program completer reported their responses on the 2018 2-year Follow-up Graduate Survey of Responses.
- 1 employer reported their responses on the 2017 Employer Survey Response Form

Findings

Findings where available are reported for each aspect of AAQEP Standard 2 Professional Growth and Competence for teachers (2-year post-graduation cohort), and employers.

Aspect 2a. Understanding and Engagement in Local School and Cultural Communities and Communicate/Foster Relationships with Families/Guardians/Caregivers

Teacher surveys (2-year follow up of graduates) responses:

Survey results ($n=1$) from the redesigned 2-year Follow-up Completer Program survey assessed completers' preparedness, confidence, and importance of engaging in the local school and cultural communities and fostering relationships with families/caretakers/guardians:

1. Completers were asked about their preparedness, confidence, and importance of engaging in the local school and cultural communities and fostering relationships with families/caretakers/guardians:

Preparation - The completer reported being extremely well prepared on this aspect.

Confidence - The completer reported being extremely confident on this aspect..

Importance - The completer reported that understanding and engaging in local school and cultural communities and communicating/fostering relationships with families/caregivers/guardians as extremely important.

Employer survey responses:

No questions were asked on this aspect in the 2017 survey.

Aspect 2b. Engaging in Culturally Responsive Educational Practices in Diverse Cultural and Socioeconomic Community Contexts

Teacher surveys (2-year follow-up of graduates) responses:

Survey results ($n=1$) from the redesigned 2-year Follow-up Completer Program survey assessing completers' preparedness, confidence, and importance of knowledgeably engaging, and fostering relationships with families/guardians/caretakers of culturally diverse learners.

1. How well prepared were you to knowledgeably engage, and foster relationships with families/guardians/caretakers of culturally diverse learners.

The one graduate reported on the 2-year follow-up survey

Preparation - They were extremely well prepared.

Confidence - They were extremely confident.

Importance - They felt it was extremely important to knowledgeably engage, and foster relationships with families/guardians/caretakers of culturally diverse learners.

2.How well prepared were you to knowledgeably engage, and foster relationships with families/guardians/caretakers of developmentally atypical learners.

The one graduate reported on the 2 year follow-up survey

Preparation - They were extremely well prepared.

Confidence - They were extremely confident.

Importance - They felt it was extremely important to knowledgeably engage, and foster relationships with families/guardians/caretakers of developmentally atypical learners.

Employer survey responses:

On the 2017 employer survey, employers were asked:

1.How often has the teacher supported the learning of all students in a diverse learning community?

The one employer reported that the teacher frequently supported the learning of all students in a diverse learning community.

Aspect 2c. Creating and Developing Productive Learning Environments

Teacher surveys (2-year follow-up of graduates) responses:

Survey results ($n=1$) from the redesigned 2-year Follow-up Completer Program survey assessing completers' preparedness, confidence, and importance to create and develop productive learning environments.

1.How well prepared are you to create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts?

The one graduate reported on the 2-year follow-up survey

Preparation - They were extremely well prepared.

Confidence - They were extremely confident.

Importance - They felt it was extremely important to create and develop productive learning environments in a variety of school contexts.

Employer survey responses:

While no questions directly addressing Standard 2 Aspect 2c Creating and Developing productive learning environments, employers were asked to assess the teachers' effectiveness on using technology to impact student learning.

1.How effectively has the teacher used technology to impact student learning in the classroom?

The one employer reported that the URI teacher was considerably prepared to effectively use technology to impact student learning in the classroom.

Aspect 2d. Supporting Students' Growth in International and Global Perspectives

Teacher surveys (2-year follow-up of graduates) responses:

Survey results ($n=1$) from the redesigned 2-year Follow-up Completer Program survey assessing completers' preparedness, confidence, and importance of supporting students' growth in international and global perspectives.

1.How well prepared are you to support students' growth in international and global perspectives?

The one graduate reported on the 2-year follow up survey

Preparation - They were very well prepared.

Confidence - They were very confident.

Importance - They felt it was very important to support students' growth in international and global perspectives.

Employer survey responses:

The employers were not asked a question related to supporting students' growth in international and global perspectives on the 2017 employer survey..

Aspect 2e. Professional Growth, Self-Assessment, Goal-Setting, and Reflective Practice 2-year follow-up of graduates' responses:

Survey results ($n=1$) from the redesigned 2-year Follow-up Completer Program survey assessing completers' preparedness, confidence, and importance on issues related to professional growth, goal-setting, and reflective practices.

1. How well prepared are you on issues related to professional growth, self-assessment, goal-setting, and reflective practice?

The one graduate reported on the 2-year follow up survey

Preparation - They were extremely well prepared.

Confidence - They were extremely confident.

Importance - They felt issues related to professional growth, self-assessment, goal-setting, and reflective practice were extremely important.

Employer survey responses:

No questions were asked on this aspect in the 2017 survey.

Aspect 2f. Collaboration to Support Professional Learning 2-year follow-up of graduates' responses:

Survey results ($n=1$) from the redesigned 2-year Follow-up Completer Program survey assessing completers' preparedness, confidence, and importance on issues related to support professional learning.

How well prepared are you to collaborate with colleagues to support professional learning?

The one graduate reported on the 2-year follow up survey:

Preparation - They were extremely well prepared.

Confidence - They were extremely confident.

Importance - They felt it was extremely important to collaborate with colleagues to support their professional learning.

Employer survey responses:

No questions were asked on this aspect in the 2017 survey.

Conclusion:

Overall, our standard 2 self-study provides evidence that shows completers engaged successfully in multiple aspects of professional practice and are equipped with skills, strategies, and reflective habits that enable them to serve effectively in their school placements. As the School of Education has changed to AAQEP as our new national accrediting body moving forward the surveys for the advanced programs TESOL, Reading, and Special Education will all be redesigned to reflect AAQEP's Standard 2 Completer Professional Growth and Competence Aspects a through f. A new schedule of yearly evaluations of past program completers (Teacher

Surveys) and Employers will be instituted. The AAQEP leadership team will work closely with the advanced program management teams to redesign the surveys and explain the importance of completing the surveys when received. The data team will also reach out to URI teacher employers in advance to discuss the importance of completing and returning the surveys.

THE CASE FOR STANDARD THREE: QUALITY PROGRAM PRACTICES

THE CASE FOR STANDARD THREE: QUALITY PROGRAM PRACTICES

In this section, we examine the question-What is the programs' capacity to ensure that its completers meet standards 1 and 2?

3a. Coherent Curricula

State and National Standards

Rhode Island teacher education institutions worked collaboratively on an initiative that was first known as *Project Performance*. That initiative, in which the URI School of Education was a critical partner, linked tightly to both INTASC and NCATE standards. The objective was to develop a statewide set of standards and core beliefs about what new teachers should know and be able to do as well as an articulated system for support for those new teachers and their mentors as they moved into the field. These collaborative efforts led to a common set of standards for initial teacher preparation, the Rhode Island Professional Teaching Standards (RIPTS) and the development of performance-based systems of assessment of candidate competencies to guide teacher preparation institutions across the state, the Rhode Island Department of Education, and other key stakeholders (e.g., teacher unions; districts).

This collaboration has been critical for the URI School of Education's efforts to continuously improve its preparation of candidates as well as to our school and district partners. Such collaboration in the ongoing formulation, adoption, and refinement of these standards and beliefs ensure that candidates and certified teachers continue to experience what is being asked and experienced coherently and in ways that are grounded in the best of the knowledge base. For example, the Rhode Island "diversity" standard was revised based on collaborative statewide work across institutions and stakeholders with intensive consultation from nationally recognized scholars.

In addition to the RIPS, courses and critical benchmark tasks were developed in alignment with program-specific professional association standards including the TESOL International Association accreditation standards: TESOL and BDL; International Literacy Association's Standards for Reading Professionals: reading program; Council for Exceptional Children standards: special education.

Required certification coursework follows a developmentally sequenced curriculum that scaffolds candidates' knowledge base and skills. Additional specific coursework, when appropriate, is required to provide rigorous and comprehensive content knowledge (e.g. secondary certification programs include a double major in the content). Critical benchmark tasks and other critical assessments are woven into the program to provide standards-based feedback and build upon candidates' growth within the profession.

URI School of Education Core Beliefs about Teacher Education

The URI School of Education has adopted a set of [Core Beliefs about Teacher Education](#) that capture knowledge, abilities and professional dispositions that candidates will attain as a result of such preparation. These core beliefs guide the review and development of our programs, the design and implementation of our courses, and the criteria, evidence and standards of our

Unit-Wide Assessment System. The Core Beliefs have been revised and affirmed by the faculty, as well as revised by representatives from partner school districts. The URI School of Education's Core Beliefs are framed as dispositions operationalized by the RIPTS, which explicate the performances that are expected of candidates.

6 Essential Themes of the Advanced Certification Programs

A key aspect of the advanced program conceptual framework is that it is centered on six (6) "themes" or threads woven throughout program design, coursework, and assessments. These six themes represent the essential areas of expertise or competence that accomplished educators should possess. They were identified by faculty to have the most relevance and applicability to URI's advanced program, which intends to develop accomplished practitioners by extending and elevating the proficiencies acquired through initial teacher training.

These themes primarily emerged from a thorough review of the current professional literature related to effective teacher education in contemporary America, a careful analysis of the RIPTS core propositions, National Board for Professional Teaching Standards (NBPTS) and other standards applicable to URI's advanced programs and the requirements of the Specialty Program Association (SPA's). The six themes are listed below:

1. Develop deeper understanding of content (depth and breadth);
(Cochran, DeRuiter, King, 1993), (National Research Council, 2012),
(Darling-Hammond, 1998), (Ferguson, 1991), (Ferguson & Ladd, 1996). Brouwer, N. & Korthagen, F. (2005).
2. Assume a greater leadership role in the educational community and become agents of educational change;
(Crowther, Kaagen, Ferguson, & Hann, 2002), (Fullan, 2012), (Institute for Educational Leadership, 2001), (York-Barr, & Duke, 2004) Ackerman, R. & Mackenzie, S. V. (2006).
3. Actively participate in a variety of diverse learning communities with commitment to all students;
(Ferguson, 1998), (Haberman, 1996), (Webb, Nemer, & Chizhik, 1998), (Godley, A. J., Sweetland, J., Wheeler, R. S., Minnici, A., & Carpenter, B. D. (2006), (Baise-Boyle, M. (2005), (Obidah, J. E. & Howard, T. C. (2005), (Thompson, A. & Cuseo, J. B. 2012), (Hyland, N. E. & Noffke, S. E. (2005), Ravitch, D. (2013).
4. Develop scholarly research skills and contribute to new knowledge through scholarly research and interpretation;
(Burnaford, Fischer, & Hobson, 2001), (Clark, & Erikson, 2003), (Deeney, T., 2009), (Henson, 1996), (Mills, G. (2006), (Price, J. N. & Valli, L. (2005).
5. Engage in professional development;
(Cohen, McLaughlin, & Talbert, 1993), (Danielson, Axtell, Bevan, Cleland, McKay, et al., 2009), (Garet, Birman, Porter, Desimeone, Herman, & Suk Yoon, 1999), (Garet, Porter, Desimeone, Birman, & Yoon, 2001), (Hamre, B. & Oyler, C. (2004).
6. Adapt and expand instructional/leadership repertoire & model reflective practice;
(Ebmeier, 2003), (Fisher, D. & Frey, N., 2013), (Darling-Hammond, 2013), (McKerrow, Dunn, & Killian, 2003), (Spillane, Hallet, & Diamond, 2003), Coiro, J. (2005), Coiro, J. (2003).

Additional information regarding curriculum and assessments mapped to national and state standards can be found in Appendix C (Curriculum section). All courses, coursework, and

assessments are aligned with RIPTS, AAQEP, and the appropriate content standards as is noted in the syllabi and in the curriculum maps and SLOAA information available in Appendix C (Curriculum section).

3b. Quality Clinical Experiences and Partnerships with P12 Schools and Districts

The course and field placement descriptions included in section 3b. reflect program requirements in 2017-2019 to align with the data provided in Standards 1 and 2. Current innovations for each program related to coursework and field placement are also noted to capture recent progress towards continuous improvement.

Supportive supervision is provided in each field experience by a trained mentor in the classroom setting (clinical educator) and in the university course (faculty or university supervisor). University supervisors, clinical educators, and program faculty participate in calibration activities yearly to align expectations and feedback. Additionally, training is offered every year to all clinical educators who supervise student teaching.

Because advanced courses are based on an initial certification, field experience requirements may vary and are often based in the teacher candidate's classroom.

Field Experience Minimum Hours Summary By Program

Program	First year field experience hours*	Final field experience hours*	Total field hours*
Reading Specialist	95	215	310
Special Education	60	600	660
TESOL/BDL	15	45	60**

*The hours noted here report the minimum number of field experience hours for each program. Candidates may complete additional field experience hours based on the certification(s) in progress or other factors.

**See the *TESOL/BDL Current Innovations and Program Improvements* for an explanation of recent ESOL certification changes and the impacts they might have on field experience requirements.

MA in Education: Reading Specialization

Candidates in the MA in Education: Reading Specialization program engage in 300+ hours of practicum/internship experience throughout the program. All of these experiences cumulatively allow candidates to demonstrate meeting the ILA Standards for Reading Professionals at the Reading Specialist/Literacy Coach level.

The information noted below provides course and field placement descriptions from 2017-2019 to align with the data provided in Standards 1 and 2. Current innovations related to coursework and field placement are noted to capture recent continuous improvement.

Reading Specialist Field Experience Table

Field Experience Course Description	Number of Hours	Field Experience Setting	Supervision
EDC 566: Intervention in Reading and Writing Difficulties Description: Supervised clinical experience in working with learners who struggle with literacy. Students assess learner needs, plan and implement instruction, and assess learner growth.	One year (two semesters) 95 Hours	URI Curriculum Materials Library	Supervision is primarily provided during the weekly seminar and during the reading clinic.
EDC 594: Organization and Supervision of Literacy Programs Description: Field experience in the roles/responsibilities of a reading specialist. Requires shadowing reading professionals, visiting schools, involvement in professional groups, developing action plans, and developing and presenting professional development sessions.	60 hours coaching activities including 15 hours of professional development implementation and 30 hours of coaching; 60 hours of leadership duties 120 hours total	RI public schools	Supervision is primarily provided during the weekly seminar.
EDC 567: Field Study in Literacy Description: Supervised clinical experience in reading and writing difficulties. Students work directly with struggling readers and writers to diagnose reading/writing difficulties and plan and implement an appropriate program of instruction.	One year (two semesters), 95 hours	Current teaching assignment or partnership with another school	Supervision is primarily provided during the weekly seminar.

Description of Courses and Field Experience Expectations

For a full listing of courses, please review the [curriculum](#) information on the website.

Clinical Practicum (EDC 566): In the second year (mid program) candidates engage in a year-long weekly supervised 1:1 after school tutorial program for 1.5 hrs/week for 27 weeks, for a total of 41 hours. Candidates also engage in an additional 2 hours per week (54 hours) of assessment, coaching, meeting with parents, etc. The total hours spent in the after school program is listed at 95 hours, but that typically under-represents actual time spent. The focus of the clinical practicum is to prepare candidates to address the needs of students who struggle

gaining literacy skills for a variety of reasons. Most of our students have learning disabilities, while some experience social/environmental or instructional issues that affect their learning. Candidates determine needed assessments, conduct assessments, use assessments to create an intervention plan, implement the plan, monitor students' progress (weekly), and refine instruction (weekly). Candidates also reflect on their practice through lesson plans, lesson reflections, video recorded sessions, group diagnostic meetings, etc., which encourage continual refinement of content and pedagogy. Thus, the clinical practicum requires demonstration of all ILA standards (foundational knowledge, curriculum and instruction, assessment and evaluation, diversity, literate environment, and professional learning and leadership).

Classroom Research (EDC 567): Candidates conduct classroom research within their schools/classrooms and present this research at the College Research Night (conducted similar to a professional conference). Through their own research candidates must demonstrate mastery of the ILA standards as they identify a problem of practice within their classroom, determine instruction or intervention that might ameliorate that problem, determine data necessary to assess the efficacy of their plan, analyze data, and draw conclusions/make further recommendations. This practicum experience naturally ties in the ILA Standards, while also serving as a "real world" application of research skills. The end product (both a research report and a presentation) requires candidates to take on a leadership role.

Coaching and Leadership Experience (EDC 594): Candidates engage in 60 hours of literacy coaching. Candidates coach teachers, paraprofessionals, and others in their schools, and colleagues in the after school literacy program. They also provide professional development sessions within their schools or in community settings. Since the coaching must be based on the ILA Standards, candidates demonstrate meeting not only the Standards, but their ability to guide others in meeting the Standards.

Candidates engage in 60 hours of leadership experience to gain knowledge of the various roles that reading specialist/consultants play with the school/district, state, and at the national level. Candidates shadow reading specialists/literacy coaches to understand the various ways this position is utilized by different types of districts (urban, suburban, rural) and at different grade levels (elementary, middle, high school). Candidates participate in school/district literacy committees, evaluate literacy programs, become part of local and national literacy organizations, and take a role in state-level initiatives. The Leadership Experience is primarily focused on ILA Standard 6 (Leadership), but to participate effectively, candidates must naturally demonstrate competence in the other ILA standards. For example, in order to conduct an effective professional development session, candidates must have foundational knowledge, knowledge of curriculum, etc.

Current Innovations and Program Improvement

The following innovations and program improvements are the collaborative result of faculty and staff:

- 1) The faculty in the URI Reading Program created a graduate certificate program for Dyslexia Knowledge and Practice to enable educators to acquire knowledge, skills, and competencies required to teach students with dyslexia and other language-based learning difficulties. The program is designed for practicing teachers and meets the requirements for showing proficiency in the knowledge and practices of the Science of Reading and Structured Literacy as is required by the Right to Read Act.
- 2) EDC 566 (reading clinic) is taken by masters candidates in the Reading Program and the Special Education masters program, as well as undergraduate candidates in the elementary program. The masters candidates in the Reading Program act as mentors to

the other candidates as they have completed specialized coursework in reading and literacy support.

Reading 594 Coaching Experience

Rubric Criteria	Cohort	Authors evaluated	Average for Group
Average of 60 Criterion Average	Reading MA 2013-2015, Reading MA 2015-2016, Reading MA 2016-2017, Reading MA 2017-2018, Reading MA 2018-2019	19	3.44/5 (68.86%)

MA in Education: Special Education Specialization

The MA in Education: Special Education Specialization focuses on giving candidates field experiences in the area of mild to moderate disabilities in elementary education (1-6) or in secondary education (7-12). Field experience information is provided for both the elementary and secondary programs.

The information noted below provides course and field placement descriptions from 2017-2019 to align with the data provided in Standards 1 and 2. Current innovations related to coursework and field placement are noted to capture recent continuous improvement.

Special Education Field Experience Table (elementary program)

Field Experience Course Description	Number of Hours	Field Experience Setting	Supervision
EDS 505: Supervised Practicum I: Elementary or Secondary Special Education Description: Opportunities to assess and instruct students with disabilities under the supervision of a certified special educator.	30 hours per semester	Public elementary or secondary school classroom, in a special education program	Supervision is primarily provided during the weekly seminar and in the classroom.
EDC 506: Supervised Practicum II: Elementary or Secondary Special Education Description: Provides future special educators with opportunities to collaborate with other professionals to provide instruction under supervision of a certified special educator. One observation by University instructor.	30 hours per semester	Public elementary or secondary school classroom, in a special education program	Supervision is primarily provided during the weekly seminar and in the classroom.
EDS 518:Supervised Internship Description: Under the supervision of a certified special educator, students teach in general education classes that include students with special needs, for a minimum of fifteen (15) weeks.	40 hours per week for a minimum of 15 weeks	Public elementary school classroom, in a special education program	Supervision is primarily provided during the weekly seminar and in the classroom.

Special Education Field Experience Table (secondary program)

Field Experience Course Description	Number of Hours	Field Experience Setting	Supervision
EDS 507: Supervised Practicum: Secondary and Middle Level Description: Provides future special educators with opportunities to assess and instruct students with disabilities under the supervision of a certified special educator. One observation by the university supervisor.	30 hours per semester	Public secondary school classroom, in a special education program	Supervision is primarily provided during the weekly seminar and in the classroom.

EDS 508: Supervised Practicum: Secondary/Middle Level Description: Provide future special educators opportunities to collaborate with other professionals to plan and implement instruction under a certified special educator. One observation by a University supervisor.	30 hours per semester	Public secondary school classroom, in a special education program	Supervision is primarily provided during the weekly seminar and in the classroom.
EDS 518:Supervised Internship Description: Under the supervision of a certified special educator, students teach in general education classes that include students with special needs, for a minimum of fifteen (15) weeks.	40 hours per week for a minimum of 15 weeks	Public elementary school classroom, in a special education program	Supervision is primarily provided during the weekly seminar and in the classroom.

Description of Courses and Field Experience Expectations

For a full listing of courses, please review the [curriculum](#) information on the website.

The two field experiences during the first year of the program (elementary program: EDS 505 and EDS 506; secondary program: EDS 507 and EDS 508) provide opportunities for the candidates to observe students with special needs, and to provide instruction to them and to other students in general education classes, via co-taught lessons that they plan and implement with the general education teacher. Careful attention is given to the assignments in the courses that complement the practicum in these two semesters. These courses include: EDS 500, EDS 501, EDS 502, EDS 503, EDS 504, EDS 510, EDS 511, EDS 516.

For example, in EDS 500, candidates are to select one of these three co-teaching models to use in their setting (team teaching, parallel teaching, and station teaching). The instructor of the practicum (EDS 505) observes each student using the selected co-teaching model and provides detailed feedback. In the second semester, for EDS 501, candidates selected a different model, teach a language acquisition lesson and are observed by the instructor for EDS 501, who is also the practicum supervisor for EDS 506. Prior to observing the candidates, the instructor reads the feedback the candidates received on their first observation and targets areas for improvement on their EDS 505 observation lesson as a focus area for that candidate.

The second elementary field experience in the second semester (EDS 506, individual tutoring in literacy and language) is designed to provide candidates with multiple opportunities to teach literacy and language instruction to one student at a time so they become skilled at assessing student performance on an ongoing basis and at planning instruction based on those data. Similarly, as one of the requirements in EDS 509, candidates provided literacy instruction to one student with a moderate disability in their practicum setting (EDS 506), using the Four Blocks method of literacy instruction. Both of these experiences provide the foundation for the candidates to provide high quality intensive instruction to small groups of students in literacy and language instruction during their practicum. Given that approximately 50% of students with special needs have a learning disability, and that the majority of students with a learning disability have reading disabilities, it is imperative that our candidates are extremely proficient at teaching reading to students who struggle, using ongoing assessment data to guide their instruction.

The field experiences during the first year provide opportunities for the candidates to become skilled at some of the responsibilities of the special educator. The internship provides a more in depth sustained opportunity for the candidates to take the skills they learned during the first year in coursework and fieldwork and apply these skills with students at a different grade level. For

example, candidates develop a functional behavioral assessment (FBA) and a positive behavior instructional support (PBIS) plan for a hypothetical student, as one of the requirements for EDS 503 (Positive Behavior Supports). This assignment allows our second year interns to take the skills they acquired from doing the assignment for EDS 503, and hone those skills by collaborating with other team members to conduct another FBA and PBIS plan on a student on his or her caseload. Similarly, candidates had opportunities to assess students using curriculum based measures and standardized measures in EDS 502 and EDS 511. However, in each of these cases, the candidates only saw the student they observed once a week.

In the full-time internship (EDS 518), candidates have the opportunity to assess students on an ongoing basis, using a variety of assessment measures, and to plan instruction based on the data. The candidates will also have the opportunity to observe a staff member (special educator or school psychologist) conduct a standardized assessment and will subsequently write about this. Given the number and variety of field experiences the students had in year 1, the 15-week internship enables candidates to experience all of the roles and responsibilities of the special educator. By the end of the program, each candidate has worked with students across the age range in which she/he will be certified.

Current Innovations and Program Improvement

The following innovations and program improvements are the collaborative result of faculty and staff:

- 1) A local practitioner (retired special educator) supervises candidates in the early field experiences. Having a local practitioner supervise candidates brings added context to the candidates' experiences and has enhanced the communication between field placements and the program, including better problem-solving and collaboration.
- 2) The MA in Education: Special Education Specialization program has increased the required number of practicum hours per semester from 30 hours to 45 hours to give candidates more time in classrooms.
- 3) Local district administration has stressed the importance of hiring teachers with the special education certification. The MA in Education: Special Education Specialization program has responded to these needs by adding a part-time sequence of classes for candidates. The program has also added options for candidates in the elementary undergraduate program to earn the special education certification concurrently with the elementary certification. These changes increase the number of teachers in our communities with experience in meeting the specific needs of diverse learners.

Special Education Final Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group
Average of 35 Criterion Average	Special Education 2017 - 2018, Special Education 2018 - 2019, Special Education 2019-2020	35	2.84/3 (94.72%)

MA in TESOL and BiLingual/Dual Language Immersion

The MA program in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Dual Language Immersion (BDL) is designed for students who are either certified to teach in public schools, or who are enrolled concurrently in a teacher certification program. The required field hours reflect that candidates have a full student teaching experience in another certification area.

The program offers three tracks: ESOL certification, BDL certification, or education in a setting outside of a public school. Field experience in the TESOL and BDL program are designed to prepare candidates to work collaboratively with other professionals to plan and implement high quality educational services; plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESOL, Dual Language, and/or content curricula; and implement standards-based instruction using a wide range of resources and technologies to promote language and literacy development.

TESOL/BDL Field Experience Table

Field Experience Course Description	Number of Hours	Field Experience Setting	Supervision
EDC 516: Teaching Bilingual and Dual Language/English as a Second Language Description: Methods and materials for those who plan to teach ESOL, bilingual, or dual language immersion. Students develop a unit plan demonstrating appropriate teaching and assessment strategies.	Varies based on the project (minimum of 15)	Local public schools	Supervision is primarily provided during the weekly seminar.
EDC 519: Teaching Internship in TESOL/Dual Language Immersion Description: Students apply content learned in methods course and prior coursework to classroom and other educational settings with multilingual learners.	Minimum of 45 hours	Local public schools	Supervision is primarily provided at the classroom level through observations and evaluations.

Description of Courses and Field Experience Expectations

For a full listing of courses, please review the [curriculum](#) information on the website.

EDC 516 requires candidates to create and implement a professional development opportunity for colleagues that aligns with the TESOL standards and the goals of the school. Candidates train and coach colleagues on concepts related to TESOL/BDL standards and practice. Undergraduate candidates who are not currently a teacher-of-record will provide training, coaching, and professional development to the colleagues in their cohort.

EDC 519 is the final internship experience. Candidates complete a minimum of 45 practicum hours in a setting that reflects the certification area they are working towards. Candidates are supervised by a clinical educator, who completes observations and evaluations, and shares feedback to candidates on a consistent basis. Candidates also receive feedback from their university supervisor on a recorded lesson assignment. Additionally, candidates complete a case study where they implement interventions for an English Learner and monitor the student's

progress throughout the internship. Candidates may repeat EDC 519 to earn both the TESOL certification and the BDL certification.

Current Innovations and Program Improvements

The following innovations and program improvements are the collaborative result of faculty and staff:

- 1) The TESOL/BDL program faculty have collaborated with the BridgeTEFL program to offer candidates the opportunity to become Global English Language Teachers. Candidates who successfully complete the 150-hour BridgeTEFL Diploma may use their TEFL certification as 3-elective credits towards the MA in TESOL/BDL program.
- 2) The TESOL/BDL program faculty have collaborated with the ARCTEL program to offer candidates the opportunity to use their Connecticut TESOL certification as 6-elective credits towards the MA in TESOL/BDL program.
- 3) When possible, the TESOL/BDL program faculty collaborate with the elementary, early childhood, and secondary program faculties to provide concurrent final field experiences (student teaching and internship). Allowing these experiences to occur concurrently makes the TESOL/BDL program more accessible to candidates. Furthermore, offering these experiences concurrently provides an authentic teaching experience that includes co-teaching and co-planning.
- 4) The TESOL/BDL program faculty have collaborated with RIDE to offer the MLL endorsement to practicing teachers. This is a 4-course series offered through the URI Office of Strategic Initiatives.
- 5) The TESOL/BDL program offers professional development for administrators. This initiative is being reviewed by the RI Department of Education for the opportunity to offer the MLL endorsement to administrators upon the completion of this professional development.
- 6) RIDE has recently changed the ESOL certification from dependent on another full certification (e.g. elementary) to a standalone certification (all grades). The program is considering how this certification change will impact the final internship experience requirements (EDC 519).

TESOL EDC 519 Final Evaluation of Performance

Rubric Criteria	Cohort	Authors evaluated	Average for Group
Average of 34 Criterion Average	ESOL/TESOL/Dual Language Cohort Fall 2017, ESOL/TESOL/Dual Language Cohort Fall 2018 & Fall 2019	84	2.57/3 (85.52%)

3c. Engagement with Multiple Stakeholders in Program Planning, Improvement and Innovations

The URI School of Education uses a multipronged approach to including various stakeholders in planning, improvement, and innovations. Because the programs of study in the School of Education include deep and varying requirements for fieldwork, strong relationships and engagement with stakeholders is imperative.

Collaborating with stakeholders and community partners is a priority for continuous improvement and program evaluation. Feedback is gathered at the program level through faculty and university supervisors and at the unit level through the directors of the School of Education and the Office of Teacher Education, faculty, and staff. Information is gathered through surveys, networking at professional association meetings, and meetings with clinical educators and various other stakeholders. Representatives from the School of Education elicit feedback from stakeholders from across the state in multiple ways throughout the year.

In this section, SOE structures for stakeholder engagement, program-specific continuous improvement activities, and district, state-wide and national engagement are described. Each of these endeavors is considered an innovation and an integral part of how we facilitate continuous improvement.

Some activities have been suspended due to the ongoing COVID-19 pandemic. The suspended activities are noted with an asterisk.

Engagement Matrix

The information is described in the sections: SOE Structures for Stakeholder Engagement, Program-Specific Continuous Improvement Activities, and District, State-wide and National Engagement. Program and office acronyms are noted in the narrative below.

	Completers	District Administrators	Clinical Educators	National Partners
Data Analysis	Completer Surveys, RI MESA, TEACHER@URI, Noyce, Student Impact Assessments	Employer Surveys, TESOL/BDL Program, CRP, RI MESA	OTE, CTE, RI MESA, TEACHER@URI, EDC 420, 515, and 519	TEACHER@URI, Noyce, KDP, CEEDAR
Data Collection	College Advisory Board, CTE, OTE, RI MESA, TEACHER@URI, Noyce,	College Advisory Board, Employer Surveys, CTE, OTE, TESOL/BDL Program, RI Placements and Partnership Consortium, CRP, District Partnership Agreements,	RI MESA, TEACHER@URI, Student Impact Assessments, IM, CE Training, EDC 420, 515, and 519	TEACHER@URI, Noyce, KDP, CEEDAR
Planning	College Advisory Board, Completer Surveys, TEACHER@URI, Noyce, KDP, MA in Education: Reading Specialist	College Advisory Board, Employer Surveys, Partnership Agreements, RI Placements and Partnership Consortium, RIACTE, RIDE, CRP, MESA, TEACHER@URI, KDP, TESOL/BDL Program Creation, Education Networking Event, CE Training,	OTE, RI MESA, TEACHER@URI, KDP, IM, CE Training, MA in Education: Reading Specialist, EDC 420, 515, and 519, MLL Endorsement	RIACTE, RI MESA, TEACHER@URI, Noyce, KDP, National Professional Associations, Pathways to Education, CEEDAR

		Special Education Program Revisions, MA in Education: Reading Specialist, Graduate Certificate in Dyslexia Knowledge and Practice, Residency Preparation, MLL Endorsement		
Improvement	CTE, College Advisory Board, Completer Surveys, RI MESA, TEACHER@URI, Noyce, KDP, MA in Education: Reading Specialist	OTE, CTE, College Advisory Board, Employer Surveys, TESOL/BDL Program, IM, Partnership Agreements, RI Placements and Partnership Consortium, RIACTE, RIDE, MESA, TEACHER@URI, KDP, Education Networking Event, CE Training, Special Education Program Revisions, MA in Education: Reading Specialist, Graduate Certificate in Dyslexia Knowledge and Practice, Residency Preparation	OTE, CTE, RI MESA, TEACHER@URI, KDP, IM, CE Training, MA in Education: Reading Specialist, EDC 420, 515, and 519	RIACTE, RI MESA, TEACHER@URI, Noyce, KDP, National Professional Associations, CEEDAR
Innovation	TEACHER@URI, Noyce, KDP, RI MESA, MA in Education: Reading Specialist	OTE, RI Placements and Partnership Consortium, RI MESA, TEACHER@URI, KDP, TESOL/BDL Program Creation, District Partnership Agreements, Special Education Program Revisions, MA in Education: Reading Specialist, Graduate Certificate in Dyslexia Knowledge and Practice, Residency Preparation	OTE, RI MESA, TEACHER@URI, KDP, IM, CE Training, MA in Education: Reading Specialist, EDC 420, 515, and 519	RI MESA, TEACHER@URI, Noyce, KDP, National Professional Associations, CEEDAR

Summary of Recent Innovations

The following table includes a snapshot of 5 recent innovations involving SOE leadership, faculty, and staff. Each project is briefly described in the sections: SOE Structures for Stakeholder Engagement, Program-specific Continuous Improvement Activities, and District, State-wide, and National Engagement and may also be included in other areas of this report and/or in the appendices. This list is not exhaustive, but highlights recent innovations that aptly underscore the priorities of the URI School of Education. Some of the innovations are currently in-process; thus, anticipated future impacts are noted.

Innovation	Partner	Current or Future Impact
Anti-Racist Educator Workshop Series	URI SOE; Student Group; Experts on Racism, Bias,	URI teacher candidates developed and currently lead this

	Identity, and Equity	critical, year-long workshop series for their peers to engage in conversations regarding identity, bias, racism, and gender. These topics are explored for the individual and also within the context of a classroom.
TEACHER@URI	URI Talent Development Program, RI MESA, district partners, EduLeaders of Color RI, RI Pathways Group, and the AACTE Consortium on Research-Based and Equitable Assessments	TEACHER@URI will increase access to URI teacher preparation programs for candidates of color.
State-wide Partnership Agreement	RIDE, Local Districts, CEEDAR	RI districts and EPPs have a shared lexicon and set of expectations regarding field experience.
RI MESA	RI MESA, Local Schools	RI MESA will address the needs of urban school districts while acting as a pipeline to teacher preparation programs.
Virtual Teaching in the Real World workshop series	URI Curriculum Materials Library, Local Districts, RIDE	Candidates have more knowledge and skills related to virtual teaching and learning.

School of Education Infrastructure to Facilitate Stakeholder Engagement

Anti-Racist Educator Series: This student-led professional development program focuses on the topics of racism, bias, and equity in education. Started in the summer of 2020 in response to the Black Lives Matter movement, the goal of this program is to increase the awareness of self and identity and how these topics influence candidates in the classroom. Partners on this project include various entities across campus and external experts in identity and bias. Feedback, engagement, and information from these workshops will be used to inform program improvement when appropriate.

The Curriculum Materials Library (CML): The CML provides access to digital resources to candidates, programs, and local schools. To respond to the shift to virtual teaching and learning in March 2020, the CML librarian created a “Virtual Teaching in the Real World” workshop for candidates to better prepare them for the reality at the time. The workshop has since been updated with input and resources from local school librarians, RIDE, and TechAccessRI (RI Materials Access Center) and is now called “Virtues of Virtual Learning”. The CML librarian has also created a version of the virtual teaching and learning workshop that addresses the needs of clinical educators.

The CML librarian has also created a workshop for candidates in response to the recent state adoption of social/emotional learning (SEL) standards. This workshop was created with content from the RI Department of Education’s meeting on the new SEL standards and collaboration in that meeting with local teachers.

The CML librarian is a former local school librarian who is active within the RI and national school library community through the School Librarians of RI and RI International Society of Technology

Educators. Information from these organizations is used in the creation of workshops and course content for professional courses.

The Office of Teacher Education (OTE): Maintaining and deepening relationships with stakeholders, including local school districts, the Rhode Island Department of Education, other EPPs, and national education groups (e.g. CEEDAR, noted below) is a primary focus of OTE to meet the goal of providing comprehensive and cutting edge field work opportunities. OTE is the convenor for many stakeholder engagement activities, including the Clinical Educator training for clinical educators, the Health Seminar for candidates, Council for Teacher Education for program leaders (noted below), and program-based continuous improvement activities (e.g. Elementary Assessment System Meeting, noted below).

OTE is responsible for developing and maintaining partnership agreements with local districts. The School of Education currently has an agreement with each public school district in Rhode Island (32), several partnership agreements with Rhode Island charter schools, and some out-of-state agreements. OTE facilitated the creation of a district-specific agreement with 3 local districts to outline their specific needs, expectations, and processes related to field placement, including potential research opportunities and data collection. OTE is currently involved with the RI/CEEDAR State Leadership team to create a state-wide partnership agreement (noted below).

Council for Teacher Education (CTE)*: CTE consists of program leadership across the School of Education. CTE collaborates to make decisions on unit-wide topics to have a consistent system across the unit for teacher preparation.

Work in this area was paused for the 2020-2021 and 2021-2022 academic years due to the pandemic. During the 2022-2023 academic year we will research, review, and adopt a reliable and valid dispositional rubric to measure dispositions throughout the program, culminating with a summative evaluation during the student teaching experience.

College Advisory Board. College of Education and Professional Studies: Previously, the College Advisory Board supported the Dean with College-wide initiatives. Upon his departure, the former Dean disbanded the College Advisory Board. Interim Dean Dennis is currently recruiting members for a new College Advisory Board that will begin their term in January 2022.

Employer Feedback: Employers are surveyed by program every three years based on job placement data provided by the Rhode Island Department of Education through the [ED-PREP Index](#) of our recent graduates. The feedback gathered from principals and other supervisors informs program improvement.

Alumni Feedback: Recent graduates are surveyed after completing 2 years of being the teacher of record. These data inform the programs of topics that may need strengthening within the curriculum or areas the programs are addressing adequately.

The Credential Review Pathway (CRP)*: CRP allows prospective and current educators with extensive work and educational experience and an exceptional academic record (minimum 3.0 GPA) the opportunity to pursue certain certifications by working with URI's School of Education. Students pursuing this pathway are non-matriculating students, as they are not part of an approved program.

Through this program, the URI School of Education was able to offer two iterations of a Middle Level extension program within the Warwick district. Currently certified elementary and secondary teachers earned the middle level extensions in a content area at a reduced tuition rate through this innovation. CRP also allows practicing teachers to add "like" areas to their existing certifications, such as another language or another science discipline, without having to complete

a full certification program. This pathway is also utilized by people who have let their teaching licenses expire beyond 10 years to create a pathway for re-certification without having to complete an entire teacher preparation program again.

The CRP program was paused for the 2021-2022 academic year due to the pandemic.

RI MESA: While still in the planning phase, the RI MESA program will include mechanisms to provide feedback to certification programs. Physically located in urban schools, RI MESA will allow certification programs to get to know the needs and opportunities within the districts. This information will be used for certification program improvement and innovation. PhD students will be included in research opportunities. The schools included are located in Providence: the MET high school, Times 2 Academy middle and high school, Paul Cuffee middle and upper school, and potentially the Providence Public Schools.

TEACHER@URI: The goal of this grant is to increase the number of teacher candidates and program completers from diverse backgrounds, with a specific focus on candidates from traditionally marginalized and/or underrepresented groups. Partners on this grant include groups within URI including the Talent Development Program and RI MESA, and partners outside of URI including district partners, EduLeaders of Color RI, RI Pathways Group, and the AACTE Consortium on Research-Based and Equitable Assessments. The TEACHER@URI program will work closely with the partners noted here to not only create new opportunities for candidates of color, but also will support the School of Education in looking at our programs to see where specific program improvements can be made to address the needs of candidates of color.

Kappa Delta Pi National Education Honor Society (URI chapter): The active membership of the URI KDP chapter not only supports local schools in school-based service projects, but also provides opportunities for local districts and teachers to engage with the School of Education.

Program-Specific Continuous Improvement

MA in Education: Reading Specialization Program Revisions: The faculty in the Reading program continually review current work in the field through engagement with practicing teachers and local districts with the result of program modifications. Additionally, the faculty serve on committees with the RI Department of Education and local district administration to inform program practices, including the recent committee to review high quality curriculum.

Graduate Certificate in Dyslexia Knowledge and Practice (Reading): The faculty in the URI Reading Program collaborated with the RI Department of Education to develop the graduate certificate in Dyslexia Knowledge and Practice. This online program enables educators to acquire knowledge, skills, and competencies required to teach those with dyslexia and other language-based learning difficulties. The program is designed for practicing teachers and meets the requirements for showing proficiency in the knowledge and practices of the Science of Reading and Structured Literacy as is required by the Right to Read Act. Local districts are also engaged in this program: Woonsocket, East Providence, Warwick, South Kingstown, and 360 High School. These districts have sent teachers to this graduate certificate program. The faculty have opened up cohorts to respond to these districts' needs. The faculty work with the RI Foundation and URI Office of Strategic Initiatives to provide funding assistance to candidates and participating districts.

Student Impact Assessments (unit-wide): Faculty from each program invited clinical educators to review program impact assessments to ensure that every student teacher has experience with assessing student learning and making instructional decisions with the data. The result of this collaboration is a scaffolded assessment sequence for every program assessing student impact during key points in the program.

TESOL/BDL Program Creation (TESOL/BDL): Faculty in the School of Education considered feedback and information from superintendents regarding the lack of English as a Second Language (ESOL) and BiLingual/Dual Language (BDL) teachers in Rhode Island when revising the former ESOL certification track within the elementary education program to a standalone program at the masters level, with an undergraduate certification option.

EDC 420, 515, and 519 (TESOL/BDL): Practicing English Learner (EL) program directors have taught these three courses for the TESOL/BDL program. Through their instruction of these courses, content is aligned to standards and to what is relevant in the field. Modifications are made to these courses each semester by the instructors to reflect the current climate in TESOL and BDL programs in RI.

Student Teaching Final Evaluation Revision (unit-wide): SOE and OTE leadership engaged university supervisors, including recent clinical educators and district leadership, in a conversation to review the final evaluation for student teachers. Both the process and structure of the final evaluation were discussed. The next step in this revision process will be to review final evaluations from peer institutions.

Special Education Program Revisions (special education): At the January 2017 Rhode Island Superintendents Association (RISSA) meeting, superintendents noted the need for special education teachers. As a result, the Special Education Program (MA) made two significant changes to increase the opportunity for candidate participation: a part-time program option for working adults and an option for undergraduate students in the elementary program to take special education courses to work towards a special education teaching certificate simultaneously with their elementary certificate.

Residency Preparation (unit-wide): Due to recent legislation, all teacher certification programs in RI are required to provide a full year residency experience in lieu of a 12 week student teaching experience by 2024. All programs are currently planning on how local districts will engage with the planning and implementation of this requirement.

Education Networking Fair (unit-wide): District leadership attend to connect with recent and upcoming program completers to fill hiring needs. At this event, district leadership are engaged in conversations regarding district hiring needs and how URI program completers can fill their hiring needs.

MLL Endorsement (TESOL/BDL): Faculty have created a 4-course MLL endorsement program for practicing teachers. An MLL professional development opportunity has also been created for administrators. These programs were created with input from the RI Department of Education and local practitioners and are aligned with content standards.

District, State-wide, and National Engagement

Specific District Partnership Agreements: The directors of the School of Education and the Office of Teacher Education, along with several faculty members, met with representatives from the South Kingstown Public School District, the Exeter-West Greenwich Public School District, and the Chariho Regional School District to discuss how the URI School of Education prepares student teachers and requests clinical educators. Outcomes from this series of meetings with superintendents, assistant superintendents, curriculum leaders, and principals included a new agreement between the districts and URI that outlines placement procedures and timelines, and a partnership between elementary faculty and principals regarding professional development support for classroom teachers in mathematics.

Rhode Island Placements and Partnerships Consortium: The director of the Office of Teacher Education is a member of the Rhode Island Placements and Partnership Consortium, a group of teacher education professionals in Rhode Island institutions of higher education (IHE). The consortium meets quarterly to discuss how the IHEs can work together to strengthen partnerships with Rhode Island's schools. Past work of the consortium includes a survey to Rhode Island public school administrators, staff, and teachers to ask for feedback on communication and partnerships with IHEs. As a result of this survey, the consortium created an IHE resource guide for districts that includes contacts for each IHE, field placement definitions, course requirements, and various additional partnership opportunities with each IHE. Additionally, the consortium meets with districts as a group to share information, learn about district requirements, and discuss best practices in the field.

Rhode Island Chapter of the American Association of Colleges of Teacher Education (RIACTE): The directors of the School of Education and the Office of Teacher Education are members of the AACTE chapter in RI. RIACTE meets quarterly to discuss current issues in educator preparation in Rhode Island, collaborating to solve issues and share resources when necessary. Recent collaborations through RIACTE include a proposal to allow candidates to meet the Rhode Island Department of Education's basic competency requirements for admission through coursework rather than testing, position statements on the state-wide residency requirements, and feedback to the Rhode Island Department of Education regarding the program approval process. RIACTE meets with the superintendent's association and the Rhode Island Commissioner of Education when appropriate.

National Professional Associations: Faculty regularly present at national conferences related to teacher education including ATE, AERA, AACTE, etc. Through this engagement, faculty collaborate with colleagues from other institutions on innovative projects.

Rhode Island Department of Education (RIDE): RIDE is the state agency responsible for regulating education in Rhode Island. Through RIDE, the directors from the School of Education and Office of Teacher Education along with other staff and faculty collaborate with superintendents and human resource staff to meet teacher preparation and district needs. Innovations that have resulted from these meetings include grant proposals for student support (professional learning communities) and a proposal for a state-wide clinical educator training. Additionally, the URI SOE engaged with other EPP partners to investigate how university supervisors and clinical educators provide timely and critical feedback to student teachers. We are currently working with RIDE and district partners to prepare for the upcoming residency requirement for all RI teacher candidates.

CEEDAR/RI State Leadership Team: The Dean of the College of Education and Professional Studies, Director of the School of Education, and the Director of the Office of Teacher Education serve on the CEEDAR/RI State Leadership team. Recent innovations include a state-wide partnership agreement, created with district, EPP, and RIDE partners.

3d. Candidate Admissions, Monitoring, and Program Completion Processes Aligned to State Requirements and Professional Standards

Programs use multiple measures at each transition point to evaluate a candidate's readiness to progress through the program. National content standards, AAQEP, and RIPTS have been incorporated into transition points for movement to admission, final practicum and recommendation for certification.

The [URI School of Education Unit Assessment System](#) is grounded in what is widely considered to be "best practice" in candidate evaluation, namely a multi-method, multi-setting, multi-informant evaluation system. The system is multi-method in that candidates are evaluated in their course work performance, their practicum and internship performance, their case studies produced in both course work and during internship, and on program and national (e.g., Praxis) content knowledge tests. The system is multi-setting in that candidate work samples are evaluated across several field placements, in internship, in multiple courses, and in testing settings. And, the system involves multiple informants, including course instructors, SOE faculty, site based field supervisors, as well as self-evaluation. The assessment system includes a comprehensive set of critical benchmark assessments that are tracked systematically and the data gathered is used regularly to guide program improvement.

Additionally, the assessment system design engenders close contact and supportive relationships between candidates and faculty, allowing for multiple opportunities for candidates to demonstrate competency, receive feedback, and to improve knowledge, skills, and performance. Finally, the faculty work together to make decisions (e.g., admissions, admission to practicum, admission to internship, recommendation for licensure) based on relevant data that are linked to clearly identified evaluation rubrics, and faculty consensus.

The faculty actively engages in the development, revision, and trials of rubrics and protocols for assessment tools and use feedback and/or issues or concerns from stakeholders to inform changes. Programs within the URI School of Education hold regular training for faculty and university supervisors on using the rubrics and assessments (e.g., methods block for unit plan, final clinical for assessment of candidate learning, and final practicum evaluation). This involves reviewing the levels of performance, discussing how each level is differentiated, reviewing work samples or video of teaching, and jointly scoring and adjusting to increase reliability and eliminate opportunities for bias. Feedback from these sessions is used to improve assessments, eliminate potential bias, and therefore increase validity. Clinical educators receive formal training through two specific formats: group and individual. Individual training takes place through university supervisors.

Candidates are introduced to the assessment system, critical performance assessment tasks, and the professional, national, and RIPTS standards in their program orientation. As candidates progress through their program, ongoing feedback from instructors and clinical supervisors provides comments that are standards-based and directly relate to their performance as beginning teachers. All critical task descriptions and rubrics are available in the assessment system, and can be accessed by any candidate on a networked computer. Instructors or supervisors provide standards-based feedback on performance when a task is submitted to the system. The instructor provides feedback specific to a candidate's performance, and, when necessary, what revisions are needed in order to meet the standard for that task. Both the clinical educator and university supervisor evaluate assessments against professional, state, and national standards; such as the final evaluation of student teaching.

Decisions about candidates from admission to program exit are made based on multiple assessments distributed across the program to ensure candidates meet critical performance

outcomes and are making progress in their development as beginner teachers. Candidates are assessed at multiple points: admission; throughout the program and prior to student teaching or final internship; at program exit for program completion. Our data management infrastructure compiles all the data required to confidently pass or hold candidates at these checkpoints.

In the URI School of Education, common tasks were developed based on Rhode Island Professional Teacher Standards (RIPTS) and program-specific professional association standards including TESOL International Association accreditation standards: TESOL and BDL; International Literacy Association's Standards for Reading Professionals: reading program; Council for Exceptional Children standards: special education. AAQEP standards, RIPTS, and the appropriate professional standards are integrated into all certification courses, critical benchmark tasks, and assessments, as is noted on all syllabi.

The candidate assessment portfolio in TaskStream is structured so that successful completion of all the critical performance tasks indicates successful achievement of the RIPTS, AAQEP, and professional content standards.

Additional information on recruitment, selection, and monitoring can be reviewed in Appendix A, including specific recruiting structures and programs, the admission process and requirements, a description of the [Unit Assessment System](#) (UAS), and how candidate progress is monitored throughout the certification programs.

3e. Engagement in Continuous Improvement and Innovation Investigations

Since 2019, the School of Education has operated on a 100-day strategic planning model whereby small groups of faculty address pertinent policy/structure questions and are tasked to make recommendations for revising those policies/structures. The Spring 2021 100-day strategic priority was the self-study for this QAR for each licensure program. As such, program teams worked together using a continuous improvement model, identifying recent and desired innovations.

To begin, faculty were introduced to the purpose of the QAR and the focus on programmatic innovations as part of the process. They engaged in curriculum mapping to determine strengths and gaps within and across programs. As we worked, we noted that a more intentional and explicit focus on culturally responsive pedagogy was a desired innovation for all programs. Therefore, faculty members from two of our non-licensure programs (Adult Education and College Student Personnel) created a professional development series, based on faculty survey feedback, to support faculty in this endeavor.

From there, we reviewed program assessments and determined where each program wished to go next and what innovations were short and long-term goals. We did this using data and feedback provided by the Rhode Island Department of Education's (RIDE) Program Approval Process (PREP-RI, 2017) and our last NCATE visit (2015). In addition to the innovations our initial and advanced licensure programs described in their narratives, the following unit-wide modifications and innovations have been implemented to increase capacity and quality of programs:

- 1) Faculty and district partners collaborated to review our program impact assessments during the 2018-2019 academic year to assure we are in sync with the external stakeholders, as well as respond to PREP-RI feedback on student impact assessments. We have a three-scaffolded assignment sequence for every program assessing student impact during key points in the program. We are now focusing on professional dispositions, but this work was paused due to the pandemic for the 2020-2021 and 2021-2022 academic years. During the 2022-2023 academic year we plan to research, review, and adopt a reliable and valid dispositional rubric to measure dispositions throughout the program, culminating with a summative evaluation during the student teaching experience.
- 2) The URI Council for Teacher Education (CTE) collaborates across all teacher preparation programs, including programs situated in the College of Arts and Sciences. Communication and collaboration between teacher preparation programs were noted as areas for improvement in our NCATE and PREP-RI feedback. To respond to this, CTE was revitalized in 2019 with specific goals and activities. By strategizing and prioritizing our CTE work, we have increased the breadth and depth of our collaboration and innovation, including district partners to support our program improvement efforts. CTE is currently on hold due to the pandemic.
- 3) Individual programs continue to analyze data for their respective national content area professional reports e.g. Early Childhood Education's National Association for the Education of Young Children (NAEYC), Secondary Science's National Science Teachers Association (NSTA), and Physical Education's National Association for Sport and Physical Education (NASPE).
- 4) Based on feedback that one area for improvement for the School of Education (SOE) is in resources (PREP-RI and NCATE), the SOE has taken great strides in leveraging technology to increase the capacity of the unit to allow for streamlined data collection, outcomes analysis, and reporting of key candidate data. The Unit launched its fully online application through FileMaker, where candidate data now flows directly into the database. The Unit produces all admissions letters through FileMaker, in addition to placement request forms. All faculty, including external

program leaders such as music education, have been given access to FileMaker to encourage data sharing, accurate teacher candidate tracking, and cohesive communication between stakeholders.

The Unit continues to work on adding other automated features, such as connecting the FileMaker Database directly to Educational Testing Service's (ETS) database to allow for all testing data to flow directly into FileMaker when a candidate takes a licensure exam. Current automated features include: the ability to track the field progressions of a candidate from point of entry to program exit by running a simple report function; the clearance reporting feature, which allows the Office of Teacher Education (OTE) to assure each candidate has met the benchmarks required to move from each critical transition point to the next. OTE can also track The number of attempts a candidate has taken a licensure exam prior to student teaching.

5) The School of Education at URI is entering its 9th continuous year of using TaskStream (now Watermark) as its outcomes assessment platform. Field supervisors and clinical educators also interact with the system. The School of Education has complete data sets for all assessments required for state program approval and accreditation. Exit surveys administered through TaskStream have response rates above 95%. The Outcomes Assessment Specialist for the School of Education runs reports showing how candidates are performing on both national and state standards by aligning the standards to the assessments. It allows for data analysis at a very high level to better shape program improvement.

Additional information on continuous improvement can be found in Appendices *D and E*.

3f. Capacity for Quality: Staffing, Resources, Operational Processes, and Institutional Commitment

Staffing

The Office of Teacher Education has recently hired a full-time staff coordinator for field placements. The main role of this person has been to secure field placements for teacher candidates across all teacher preparation programs. This person has added great value to the office, especially during the pandemic.

The School of Education has also hired a Curriculum Materials Librarian (CML). She coordinates our curriculum materials library and works with districts on emerging technology that our candidates should show competency in prior to completing the program. The position commenced in the Fall of 2019 and she began building relationships with faculty and staff, attending faculty meetings, and reaching out to districts. When the COVID crisis emerged at the beginning of the spring semester 2020, she was essential in assisting faculty and candidates pivoting to remote teaching, since all courses at URI went fully online on March 19th 2020.

The College of Education and Professional Studies has hired a tenure track assistant professor position in literacy/elementary/special education in the 2020 academic year to replace a retiring full professor of elementary education.

The College of Education and Professional Studies has also hired a tenure track assistant professor in Secondary Social Studies/Urban Education to assist with the secondary team (social studies certification) and urban education in 2021.

The College of Education and Professional Studies is currently searching for a tenure track assistant professor in TESOL/BDL. The position will commence in Fall 2022 to fill staffing needs in this growing program.

The Office for Outcomes Assessment and Accreditation is currently under administrative review to determine best SOE internal and external reporting practices going forward.

Operational Processes: Workload Policies and Practices:

Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities including teaching, scholarship assessment, advisement, work in schools and service, but also to professionally contribute on a community, state, regional or national basis. Policies and faculty assignments are governed by the URI Collective Bargaining Agreement-Workload. Faculty workload is governed by many factors including, but not limited to, teaching, serving on committees, student advising, scholarly activities, and service to the university and community. The purpose of having a set workload is to ensure that faculty members' attention and time are not spread too thin. For example, there is additional release time for Team Leaders, recognizing the time and effort needed to coordinate program teams. In addition, the Director has allocated reassigned time to coordinate programs, conduct research, and pursue special projects.

Resources and Institutional Commitment

Professional Development Funding:

Faculty members can gain funding for professional development through various sources at URI. From the Provost's office, funds are available to support the ranks of Assistant, Associate, and

Full Professor for faculty development and the support of professional activities and there is a \$300 limit per Fiscal Year. The Dean's office has created an account for professional development funds (\$1,000) used to support all faculty. School of Education faculty have received approximately \$200-\$250 to use toward professional development in teaching and/or scholarly work. In addition, there is approximately \$200 available for each faculty member for professional development as part of the contractual arraignment with the University. These funds contribute to faculty's professional understanding and growth in their field, thus allowing for improved candidate performance and increased quality of the programs.

In order to continuously improve programs and enhance candidate experiences and performance, the Unit is committed to applying for and acquiring additional resources including grants and projects. This source of funding allows for new initiatives to be tried, technology to be gained and utilized by our candidates, and continued improvement and research for both pre-service and in-service teachers.

In addition to acquiring grants, the Unit is invested in the assessment of our programs. The program specific assessments conducted by the University as well as the SPA reports provide data utilized for continuous improvement. Further, the recent RIDE report card for the teacher education programs across the state describe how our recent graduates perform at a high standard on the Rhode Island state teacher education evaluation index. By analyzing these types of information, the unit revises programs to enhance and improve candidate experiences and performance.

The biennial chairs survey is administered to department chairs every two years. The primary purpose of these biennial uniform surveys is to give departments valuable longitudinal data for self-evaluation and planning including exit surveys; data on student performance, internships, faculty productivity, and entrance and exit examination results; as well as data comparing the University to peer institutions. For this reason, it is essential that the information entered is as accurate as possible. Academic program review is integral to department and University-level improvements and planning. It supports departments in the alignment of their strategic plans with those of their College and the Academic Plan, and aids them in tracking progress against institutional and self-selected benchmarks. Additionally, program review provides an essential avenue for departmental participation through their College in the University's strategic Budget Planning and Allocation Process.

Unit Governance and Resources:

The unit for teacher education continues to be the School of Education (SOE). As the unit, the School is responsible for leadership and policy development, budget/resources, and facilities. Faculty involved in teacher preparation engage fully with the School of Education and the Council for Teacher Education to promote teacher education.

Programs provide an orientation to candidates shortly after admission in the initial advising appointment and/or in the initial classes during which program requirements and the process, evidence, and criteria for admission to their respective teacher education programs are outlined. After admission to a teacher education program candidates continue to be advised by a faculty member in the School of Education grouped by certification program. The SOE webpage has information on program admission and advisement.

Candidates and advisors have the opportunity to review advising transcripts, which provide an electronic match between requirements and courses completed. In addition, accepted candidates receive a TaskStream account, which offers them an outcomes assessment portfolio to which they upload critical performances and are assessed by faculty using performance-based

rubrics. Through these processes, candidates and advisors have online materials available for real-time advising purposes.

Funding for support of permanent faculty is the majority of the budget in the SOE and represents the primary basis for support of the Unit. Institutional budget comparisons are difficult since the SOE is somewhat unique within the University structure.

Allocations do permit faculty teaching, scholarship, and service to continue, and we persist in having an impact on PK-12 education. High quality work continues within the Unit with support coming both from the Unit budget, but also significant resources from external grants and projects.

The School of Education adheres to a supervision policy whereby University Supervisors do not supervise more than 9 candidates in a full-time assignment in professional education. The "partnership district" concept in the Office of Teacher Education will enhance our supervision capabilities. University supervisors have fewer sites to travel to, as candidates tend to be clustered at partnership schools. Our part time adjunct faculty are valued as colleagues and included in activities of the unit. The use of part-time faculty for supervision is based on individual expertise and professional experience.

The Unit's use of part time faculty is purposeful and contributes to the quality of the programs. Unit policy has been reviewed with regard to the definition, status, and hiring criteria of part-time faculty. All programs supplement the full time faculty with part-time faculty who contribute practical, school-based knowledge to the preparation of the teacher candidates. The various programs supplement the work of the regular faculty in a combination of ways:

- Through grants and or district matching funds such as Gems-Net, a nationally funded science-education project. Gems-Net brings distinguished science educators from the K-8 schools to SOE for an academic year to become teachers in residence.
- All programs involve distinguished teachers who are ready to use their retirement status to continue to contribute to the improvement of teaching and learning. Frequently the adjunct faculty has successfully served as clinical educators in the past.
- The PhD program in Education is also a fruitful source of course instruction for the teacher education programs. Some work for the programs after graduation while they continue in their district leadership work; others develop expertise in teacher education while pursuing their studies in the program.
- Clinical faculty are included in the Unit as valued colleagues in the preparation of teacher candidates.
- Support staff assist faculty in their teaching, research, advising, and grant activities. Investment has been made in the support staff through regular upgrading department office workstations.

The Unit has office and meeting rooms on the 6th and 7th floors of the Chafee Building for faculty and staff, as well as a technologically enhanced meeting room on the sixth floor of Chafee. The Office of Teacher Education and the Outcomes Assessment office are both located within the SOE on the 7th floor of Chafee.

Additional information on these topics can be reviewed in Appendix C.

Conclusion: Standard 3 Quality Program Practices

The URI School of Education is committed to considering current practices, structures, curricula, data, and partnerships in efforts for continuous improvement. Certification programs must remain relevant and current not only in pedagogy and content, but also in how they reflect priorities in the field of education. The URI School of Education is proud of recent innovations in partnerships and responsiveness to the needs of local partners, curricular and field experience modifications, and candidate support.

The self-study conducted for the elements of standard 3 highlights many strengths of the URI School of Education and new opportunities for innovation:

- 1) The curriculum across the unit of the URI School of Education connects national, content, professional, and state standards to all aspects of the certification programs (e.g. critical benchmark assessment tasks, evaluations, admission processes). Multiple partners, including the RI Department of Education, local district administration, clinical educators, program completers, and national professional organizations contribute to the development and continuous improvement of the certification programs. This is a strength of the URI School of Education.
- 2) Field experiences are deeply embedded into the curriculum across the unit. There are many opportunities for candidates to connect and operationalize content and pedagogy through strong field experience connections to coursework and strong relationships between certification programs and local districts. This is a strength of the URI School of Education.

Faculty and staff consistently collaborate to enhance and improve field experiences. Program partners, including program completers and local district administration, are often included in these efforts. There are current discussions with partners regarding potential changes in field experiences to deepen field experiences and better address the needs of local districts. With residency preparation beginning across the unit, partnership discussions between programs and districts will center on opportunities for candidates to be more deeply embedded in districts. We anticipate opportunities for improvement and innovation regarding partnership, accounting for both the quality and quantity of field experiences, to surface through these discussions.

- 3) The URI School of Education has many structures and opportunities to engage with multiple partners on program improvement. While the Engagement Matrix highlights partnership in all aspects, review of the matrix shows that the most engaged group is district administrators in the areas of planning and improvement. Future innovation in this area should include data analysis and collection to inform program improvement and innovation, particularly with program completers and clinical educators. Including program completers and clinical educators consistently in program improvement efforts will further connect the field of education to the certification programs.
- 4) Candidate support and monitoring systems are not only tied closely to state, professional, content, and national standards but also closely connected to each other and communicated to candidates with the result of a strong candidate support system. This strength of the URI School of Education is further underscored by the consistent collaboration of faculty and staff, including faculty and advisors across the university, to enhance communication and understanding of program requirements and opportunities.
- 5) Unit-wide conversations regarding partnership, program innovations, and recent grant and project development highlighted the number and varied engagement that faculty and

staff are involved in to deepen the experiences of candidates and address district and community needs. This investigation brought about the issue of how this information is consistently collected by the URI School of Education and how faculty and staff efforts, particularly related to partnership and program development, are shared for the goal of collaboration and resource-sharing. There are structures in place to highlight these efforts including a monthly Lunch and Learn series, the College of Education and Professional Studies magazine "*Educators and Innovators*", and regular communication from the dean's office of the URI College of Education and Professional Studies and the director of the URI School of Education. However, the unit will consider structures and processes to collect and share this information in a systematic and reliable way.

- 6) The URI School of Education is committed to diversifying the profession of education in Rhode Island. This is evident in the several recent innovations to include diverse candidates more intentionally in certification programs including TEACHER@URI, RI MESA, and the Anti-Racist Educator Series. These programs seek to intentionally recruit diverse candidates; provide opportunities for diverse candidates to be embedded in the field of education; investigate the culture, environment, and curriculum of the URI School of Education to be more inclusive; support all candidates in investigating areas of bias and identity; and reduce barriers to admission and certification.
- 7) As a result of the self-study completed in preparation for the AAQEP review, faculty came to the realization that culturally responsive pedagogies have not yet been intentionally and systematically embedded in every certification program. Faculty recognize that several important grants and projects, as well as many courses, include these topics but to prioritize this work in an authentic way means that culturally responsive pedagogies must be embedded deeply in all aspects of the certification programs. Work in this area will include further analysis of current practices and the revision of syllabi.
- 8) Through this self-study process, faculty realized that we need to implement additional avenues for teacher candidate, program completer, university supervisor, and stakeholder feedback and collaborative professional learning opportunities. These will be initiated in spring, summer, and fall 2022.

THE CASE FOR STANDARD FOUR: PROGRAM ENGAGEMENT IN SYSTEM IMPROVEMENT

Standard 4: Advanced Programs PROGRAM ENGAGEMENT IN SYSTEM IMPROVEMENT

The case for standard 4 examines the following question: *How do program practices strengthen the P20 education system in light of local needs and in keeping with the program's mission?*

Location of University of Rhode Island and Practica Placements

The University of Rhode Island's main campus is located in the town of Kingston, RI in southern Rhode Island. The area surrounding the main campus is considered rural and suburban. Neighboring towns include Narragansett, Charlestown, Exeter, and South Kingstown. Satellite campuses include the Alan Shawn Feinstein Campus in Downtown Providence, the Rhode Island Nursing Education Center in Providence's Jewelry District, the Narragansett Bay Campus in Narragansett, and the W. Alton Jones Campus in West Greenwich, which is currently closed.

The School of Education (SOE) primarily operates out of the Kingston location, where the undergraduate population is centered, but historically has had some courses offered at the Providence location. The Kingston Campus is 10 minutes from the coastal beaches, 30 miles south of Providence, 75 miles southwest from Boston, 160 miles northeast from New York City, with Newport, RI just across the bay. Amtrak stations are right down the road from the Kingston and Providence campuses, and the main Rhode Island airport, Rhode Island T.F. Green International, is only 20 minutes away located in Warwick, RI.

The University of Rhode Island went fully remote in the Spring of 2020 at the onset of the COVID-19 pandemic. URI released a [reopening plan](#) on August 21, 2020. URI welcomed the community back to its campuses in the fall of 2020. URI did not seek or expect to return to the same "normal" that existed in the pre-COVID world. This ongoing pandemic prompted "a new reality" or a "new normal" for many institutions of higher education, as well as for society more broadly.

In-person clinical experiences resumed in the fall of 2020. They occur throughout the entire state of Rhode Island, however, most occur in the southern RI area from Warwick to Westerly. Occasionally, a candidate will request placements in the eastern or northern part of the state because of housing and/or transportation logistics. These requests are often accommodated.

The Office of Teacher Education (OTE) secures approximately 1,500 placements a year for our initial candidates.

Demographics of Rhode Island School Districts

Rhode Island Public School Enrollment by Grade and Demographic Groups, October 1, 2018

SCHOOL DISTRICT	ENROLLMENT BY GRADE LEVEL*				ENROLLMENT BY DEMOGRAPHIC GROUPS							TOTAL ENROLLMENT
	% PRE-SCHOOL	ELEMEN-TARY	MIDDLE	HIGH	% LOW-INCOME	% ASIAN PACIFIC ISLANDER	% BLACK	% HISPANIC**	% NATIVE AMERICAN	% MULTI-RACIAL	% WHITE	
Barrington	24	1,368	836	1,115	4%	7%	1%	3%	<1%	4%	84%	3,343
Bristol Warren	43	1,449	775	965	30%	2%	2%	6%	<1%	5%	86%	3,232
Burrillville	42	925	527	783	30%	1%	1%	4%	<1%	3%	91%	2,277
Central Falls	161	1,244	563	727	91%	1%	15%	60%	6%	3%	15%	2,695
Charlho	102	1,270	698	1,148	20%	1%	1%	3%	2%	3%	91%	3,218
Coventry	137	1,960	1,135	1,491	31%	2%	2%	4%	<1%	1%	90%	4,723
Cranston	86	4,472	2,470	3,451	43%	9%	5%	28%	1%	5%	52%	10,479
Cumberland	87	2,012	1,096	1,480	19%	4%	3%	11%	<1%	3%	79%	4,675
East Greenwich	61	1,061	645	768	5%	6%	<1%	7%	<1%	4%	82%	2,535
East Providence	75	2,320	1,216	1,525	48%	2%	11%	9%	1%	9%	67%	5,136
Exeter-West Greenwich	64	709	366	502	16%	2%	2%	5%	<1%	1%	91%	1,641
Foster	29	243	0	0	24%	0%	0%	4%	0%	1%	95%	272
Foster-Glocester	0	0	502	804	15%	1%	1%	2%	<1%	2%	94%	1,306
Glocester	3	520	0	0	12%	<1%	2%	2%	<1%	2%	94%	523
Jamestown	22	308	174	3	8%	2%	1%	<1%	0%	2%	95%	507
Johnston	106	1,444	799	916	45%	3%	5%	22%	<1%	1%	69%	3,265
Lincoln	94	1,359	748	928	27%	3%	4%	7%	<1%	2%	83%	3,129
Little Compton	23	139	82	0	12%	<1%	0%	1%	0%	5%	94%	244
Middletown	18	984	521	630	30%	4%	6%	12%	<1%	8%	69%	2,153
Narragansett	73	451	307	459	21%	2%	1%	3%	1%	4%	89%	1,290
New Shoreham	0	60	21	52	16%	2%	2%	17%	0%	2%	79%	133
Newport	53	990	453	660	66%	2%	12%	30%	2%	13%	40%	2,156
North Kingstown	113	1,499	921	1,474	22%	2%	2%	7%	<1%	4%	86%	4,007
North Providence	81	1,470	886	1,128	38%	3%	12%	22%	<1%	5%	58%	3,565
North Smithfield	39	713	403	522	16%	2%	1%	9%	0%	4%	84%	1,677
Pawtucket	171	4,244	2,331	2,026	76%	1%	29%	26%	1%	7%	37%	8,772
Portsmouth	20	932	552	935	14%	2%	2%	5%	<1%	3%	88%	2,439
Providence	341	10,724	5,444	7,435	84%	4%	16%	66%	1%	4%	9%	23,944
Scituate	16	509	323	383	18%	1%	<1%	3%	0%	1%	94%	1,231
Smithfield	49	1,023	621	720	14%	2%	1%	7%	<1%	3%	87%	2,413
South Kingstown	50	1,249	728	951	17%	2%	2%	5%	3%	5%	83%	2,978
Tiverton	32	784	426	535	24%	2%	2%	2%	<1%	3%	91%	1,777
Warwick	232	3,881	1,972	2,715	29%	4%	3%	11%	<1%	4%	78%	8,800
West Warwick	67	1,682	828	1,002	50%	3%	5%	15%	1%	3%	73%	3,579
Westerly	109	1,138	639	852	36%	3%	1%	8%	2%	7%	80%	2,738
Woonsocket	58	2,891	1,422	1,679	79%	5%	11%	34%	1%	6%	43%	6,050
<i>Charter Schools</i>	24	4,447	1,490	2,466	68%	2%	16%	55%	1%	4%	23%	8,427
<i>State-Operated Schools</i>	11	25	13	1,734	63%	1%	15%	45%	<1%	5%	34%	1,783
<i>UCAP</i>	0	0	124	11	80%	2%	16%	66%	2%	1%	13%	135
<i>Four Core Cities</i>	731	19,103	9,760	11,867	82%	4%	18%	52%	1%	5%	20%	41,461
<i>Remainder of State</i>	1,950	38,924	21,670	28,897	29%	4%	4%	11%	1%	4%	77%	91,441
<i>Rhode Island</i>	2,716	62,499	33,057	44,975	47%	3%	9%	26%	1%	4%	57%	143,247

Table of URI Urban Placement Overview

District	URI Urban Placements Overview							Students Receiving Free/Reduced Price Lunch	English Language Learners	Students with Disabilities
	Hispanic / Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Hawaiian or Other Pacific Islander	White	Two or More Races			
Central Falls	60%	6%	1%	15%	1%	15%	3%	91%	17%	20%
Newport	30%	2%	2%	12%	2%	40%	13%	66%	4%	18%
Pawtucket	26%	1%	1%	30%	5%	37%	7%	76%	11%	14%
Providence	66%	1%	5%	16%	4%	9%	4%	84%	20%	16%
Woonsocket	34%	1%	5%	11%	5%	43%	6%	79%	8%	21%

4a. Engaging with Local Partners and Stakeholders to Reduce Disparities in Educational Outcomes

Introduction

Gathering feedback and information from stakeholders and community partners is a priority for continuous improvement, program evaluation, and to help reduce disparities in educational outcomes. Feedback is gathered at the program level through faculty, university supervisors, clinical educators, and at the departmental level through the SOE and OTE directors, faculty, and staff. This input is obtained through surveys, networking at professional association meetings, and meetings with clinical educators and various other stakeholders.

Representatives from the SOE elicit feedback from stakeholders from across the state in multiple ways throughout the year. For example, recently the directors of the SOE and the OTE, along with several education faculty members, met with representatives from the South Kingstown Public School District, the Exeter-West Greenwich Public School District, and the Chariho Regional School District to discuss how the URI School of Education prepares student teachers and requests clinical educators. The outcomes from this series of meetings with superintendents, assistant superintendents, curriculum leaders, and principals include revised agreements between the districts and URI and a new agreement between the districts and URI that outlines placement procedures and timelines.

The Office of Teacher Education Outreach

The director of the Office of Teacher Education is a member of the Rhode Island Placements and Partnership Consortium, a group of teacher education professionals in Rhode Island institutions of higher education (IHE). The consortium, which meets quarterly, is currently putting together an IHE resource guide for districts that includes contacts for each school, field placement definitions, course requirements, and various additional partnership opportunities with each IHE. Additionally, the consortium convenes with districts as a group to share information, learn about district requirements, and discuss best practices in the field.

Representatives from the SOE and OTE have also met with:

- The Assistant Superintendent in Barrington to discuss the curriculum of the elementary program and student teaching policies.
- The Director of Human Resources in Providence to discuss the hiring needs of the district, student teaching and practicum placement procedures, and assessment of teachers and student teachers.
- The Rhode Island School Superintendents’ Association (RISSA), which recently invited representatives from the URI School of Education to meet with superintendents and

assistant superintendents from across the state to begin conversations regarding how districts can best partner and give feedback to URI education programs.

- Dr. Kaitlyn Donahue, principal of Hamilton Elementary in North Kingstown, who met with the director of the OTE to discuss the elementary/Special Education program and student teaching policies.
- Representatives from the URI School of Education meet with superintendents, assistant superintendents, curriculum leaders, and district human resource professionals through the Rhode Island Department of Education (RIDE) yearly network meetings.

Rhode Island Ed-Prep Index Stakeholder Feedback

In addition to face-to-face meetings, stakeholders and community partners have access to our [Rhode Island Educator Preparation Index data](#), the [RIDE program approval report from 2017](#), and the results of our [2015 NCATE accreditation visit](#) on our website, and can leave feedback on our embedded survey, located on our [SOE About](#) page. Various stakeholders and community partners are surveyed for feedback regarding programs and communication.

Program Level

At the program level, feedback is regularly gathered in multiple ways through faculty and University supervisors. University supervisors meet with clinical educators (CEs) monthly to review progress with student teachers. Through these meetings, information is gathered regarding the impact of the program on candidates and classrooms. The information obtained at these meetings is used to improve curriculum and feedback to candidates.

The following are some additional examples of how program faculty collect information for program improvement from community partners and external stakeholders:

- Based on completer recommendations and feedback from Rhode Island special education leaders, the special education program, through the Council for Exceptional Children (CEC), regularly invites special education teachers, parents of children with disabilities, disability organization leaders, special education directors, and related services professionals to speak to students about supporting individuals with disabilities in their classrooms.
- The elementary and reading programs worked with South Kingstown school personnel to improve the literacy courses offered at the undergraduate and graduate levels, as well as improve the instruction MA/Reading program candidates provide to students who struggle in the After School Literacy Program.
- The President of the Rhode Island Foreign Language Association (RIFLA) reviewed the proposed MA in TESOL/BDL to offer feedback before the proposal was submitted to the University review committees. Sarah Steverman, President of RIFLA and department chair at Westerly High School, served on the Advisory Committee during the writing of the proposal. In her RIFLA newsletter president's message, Sarah Steverman called for increasing dual language immersion programs in Rhode Island.

The following are some examples of program improvement efforts derived from input from community partners and external stakeholders:

- As a result of districts asking for more teachers with an English as a Second Language certification, the new master's level program in Teaching English to Speakers of Other Languages/Bilingual Dual Language Immersion (TESOL/BDL) was created to meet this need. Because the program is administered primarily online, practicing teachers find the program accessible.
- The elementary program recently added the opportunity for students to add additional certifications during their undergraduate program in addition to working towards the

- elementary certification. Elementary students now can complete their elementary and TESOL certifications in 4 years or their elementary and special education certifications in 4.5 years. This change was based on feedback from districts that they have hiring needs for special education and TESOL teachers. RIDE has approved these changes.
- Dr. Amy Correia from the TESOL MA program, served as an MLL Ambassador for RIDE 2019-2020. She provided training for administrators in MLL education and created a toolkit and Google site for districts to use to support Students with Limited or Interrupted Formal Education (SLIFE). She also participates in EL/MLL director meetings with RIDE and 30+ school districts. She developed an MLL Education for Administrator cohort in 2019; administrators participated in two, graduate-level courses and resolved a school/district-based problem related to MLLs over the course of an academic year. Dr. Correia serves as a consultant for newcomer and English Learner Development (ELD) programming for various school districts and co-wrote several grant projects with local leaders

Systematic Distribution of Employer Surveys

In response to feedback from teacher candidate employers and to improve program quality, the SOE made the following changes over the past ten years for advanced programs.

- To sustain and enhance performance, our secondary education world language faculty member developed a University-approved MA in TESOL/BDL Immersion in 2016. This initiative is in part a response to the documented need for certified bilingual teachers in Rhode Island. The new degree helps assure more available classes for SOE candidates seeking English as a Second Language certification, another high need area. The scope of these efforts aligns with the collaborative work of the Southern RI Early Language Alliance. The SOE's first cohort of TESOL candidates graduated in 2017.
- Integrated more educational technology training throughout our programs.

College and School Leadership and Engagement with external stakeholders

SOE Director Dr. Diane Kern and College of Education and Professional Studies Acting Dean Dr. Dennis are active members of the RI Pathways to Teaching effort, led by Colleen Callahan from the American Federation of Teachers. We are working collaboratively with high school faculty, state policy makers, and Rhode Island College and the URI SOE to develop education Career and Technical Education (CTE) programs that focus on careers in education. We are members of Educators Rising, a CTE movement that aims to inspire high school and college students to serve their communities by entering the field of education. By establishing a pathway starting in high school, Educators Rising assists districts in cultivating their own next generation of highly skilled educators through a "grow your own" initiative. In addition, Educators Rising strives to diversify the educator workforce as future educators explore the necessary skills to teach equitably and add student voice to national discussions around education.

Reading

Within the Reading program, we run an after school literacy program for students who struggle. We work with children 1:1 for a year. Our partners are all the parents and/or families of these students. We recruit students through schools (teacher referrals or other) and parent/family organizations (e.g. Special Education Local Advisory Groups). Within the program, we work with families to advocate on behalf of their children.

4b. Meeting State and Local Educator Workforce Needs and Efforts to Diversify the Educator Workforce

SOE faculty and current candidates present at URI *Welcome Day* and the *Meet the University* events to encourage students who have recently been admitted to URI to pursue education, even at the graduate level upon completion of their undergraduate degree.

SOE maintains strong relationships with advisors and faculty in other colleges (Health Sciences and Arts and Sciences). These strong relationships often result in students double majoring in education and other majors and leading to a pipeline for our advanced degrees.

SOE programs are flexible, allowing for adjustments to be made based on hiring needs of school partners and/or the needs of the student population. Recent adjustments include:

- Starting the Warwick middle level partnership and running the middle level extension program twice over the past 4 years
- Creating the MA TESOL/BDL program
- Adding Special Education at the undergraduate level for elementary education candidates. All program adjustments are approved by RIDE. These program adjustments allow more diverse candidates to participate in our teacher preparation programs with the result of increased hiring potential upon program completion.

TESOL

The MA TESOL program secured funding for three grant projects that provided financial support for practicing teachers in urban districts to earn their MA in TESOL/BDL and ESOL/BDL certification (2020, 2017, 2016). We also expanded our certification program to undergraduate students.

The TESOL program developed partnership with Alternative Route to Certification for Teachers of English Learners (ARCTEL) to allow its program completers to join our MA in TESOL/BDL program. This partnership provides an affordable pathway for educators to complete their certification and degree requirements.

The TESOL program established a partnership with the Cultural Services of the French Embassy's FIT (Future Immersion Teacher) program to offer URI students \$5,000-\$10,000 scholarships when enrolled in our BDL certification program.

The TESOL program created an MLL Endorsement program (4-course sequence) for educators to participate in training without full certification.

Reading

In the Dyslexia program, we partner with RIDE and local districts to provide a program that leads to "proficiency" in dyslexia under the Right to Read Act. We are a RIDE-approved program for dyslexia. Initially, we set up the program and worked with RIDE to seek/obtain funding through the Rhode Island Foundation to defray tuition costs for urban teachers. The foundation provided one-third of the tuition costs for 20 teachers. We negotiated with school districts (East Providence, Providence, Woonsocket, Central Falls) to fund one-third of the tuition. Teachers then paid the remaining one-third. Since then, we have worked with districts which have funding under Right to Read to provide a reduced-tuition program that districts fund. Our district partners are Woonsocket, Warwick, East Providence, South Kingstown, and two schools in Providence. Other districts also participate by reimbursing their teachers who initially pay out-of-pocket.

Licensure Testing

The School of Education is examining our licensure testing requirements for the graduate programs and the systemic biases and barriers these requirements have on teacher candidates from underrepresented and marginalized communities who want to become educators.

4c. Supports for Completer Entry Into and/or Continuation in the Profession

Surveys

The School of Education's Outcomes Assessment Office sends 2-year follow up surveys to all graduate program completers asking them for feedback on items such as preparation for teaching, learning, assessment, and professional development opportunities, and solicits feedback for program improvement.

Social Media Presence

The OTE administers and maintains a [group page on Facebook](#) currently comprising 411 members. This page is populated with materials such as professional development opportunities, job openings, tutor positions, and teacher resources.

The [Young Educators Society](#) (YESRI) was created in 2018, by alumna Erin Healey (Secondary English, 2016 graduate) to provide support for early-career education professionals through connection and collaboration. This community of teachers, teacher-prep candidates, and educational leaders, from Rhode Island are learning from each other in order to create positive change in our schools. YES has hosted dozens of high-quality professional development workshops in collaboration with local thought partners and experts in the field, and worked to build a community through social networking and digital media. It is open to all educators and RI educational professionals with less than 10 years of experience to foster connecting, collaborating, and learning from each other. This group meets regularly and has social media presence on Twitter, Instagram, and Facebook.

The Credential Review Pathway

The Credential Review Pathway (CRP) allows prospective and current educators with extensive work and educational experience and an exceptional academic record (minimum 3.0 GPA) the opportunity to pursue certain certifications by working with URI's SOE. Students pursuing this pathway are non-matriculating students, as they are not part of an approved program.

Through this program, SOE was able to offer two iterations of a Middle Level extension program within the Warwick district. Currently certified elementary and secondary teachers were able to earn their middle level extensions in a content area, at a reduced tuition rate, through this innovation. CRP also allows practicing teachers to add "like" areas to their existing certifications, such as another language or another science discipline, without having to enter an approved program. This pathway is also utilized by people who have let their teaching licenses expire beyond 10 years to create a pathway for re-certification without having to complete an entire teacher preparation program again.

TESOL

The TESOL program annually reaches out to MA in TESOL/BDL program completers to learn if they want to serve as clinical educators for our undergraduate students earning a TESOL/BDL certification.

Reading

In both the MA and the Dyslexia programs, teachers are already in the field. Both programs support them in their efforts to better help their students who struggle with reading.

4d. Using Data of Completer Placement, Effectiveness, and Retention in the Profession to Inform Program Improvements and Innovation

Data regarding program completions, in-state hiring, and in-state retention of graduates can be found in the RI Educator Preparation (ED-PREP) Indices. The indices include data on almost 3,000 recent in-state program completers and offer districts, future educators, and providers valuable information to inform their work and collaboration. Each index includes expandable sections with info ranging from completer background to effectiveness.

[Rhode Island Educator Preparation \(ED-PREP\) Index](#)

Employers are surveyed by the program every three years based on job placement data provided by the RIDE through the [ED-PREP Index](#) of our recent graduates.

Recent graduates are surveyed after completing two years as the teacher of record. This data informs the programs of topics that may need strengthening within the curriculum or areas the programs are addressing adequately.

Reading

The Reading program uses data/feedback from our teachers to make continuous program improvements. For example, our "clinic" for the Dyslexia program is now one where teachers work with their own students in their own schools, rather than in an after school program. School-based leaders preferred this approach. We are evaluating teachers' mastery of instructional content in their lessons (video recordings and zoom "visits") to determine what we need to do to ensure quality control.

4e. Meeting Rhode Island State Mandates

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

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

The Performance Review of Educator Preparation in Rhode Island (PREP-RI) process provides a structure for reviewing providers and their programs to determine if a provider is offering a high-quality program that meets the Rhode Island Standards for Educator Preparation.

Candidates who complete RIDE approved educator preparation programs are eligible for full certification in Rhode Island and are eligible for certification in other states through reciprocity based upon agreements in the Interstate Certification Agreement with the National Association of State Directors of Teacher Education and Certification (NASDTEC).

RIDE developed PREP-RI in collaboration with educator preparation faculty and PK-12 educators. A dedicated committee, composed of representatives from all preparation providers in Rhode Island, met to develop and refine the performance review process in 2014. RIDE also

incorporated feedback from PK-12 educators, PK-12 students, RIDE staff, former RIDE preparation program reviewers, and national experts in educator preparation and program review.

All initial and advanced licensure programs completed the PREP-RI process in 2017 and were all re-approved to offer the teacher certification programs through 2023.

TESOL

For the TESOL MA program, RIDE recently finalized the Blueprint for MLL Success with a corresponding strategic plan (2021). We will be using these documents to ensure our program's coursework aligns with the principles and goals of these documents. This work must be completed by 2026. Also, the Right to Read Act requires educators who hold an ESOL or BDL certification to have proficiency in literacy. We will be coordinating with our reading faculty on how to integrate this coursework into our TESOL/BDL program.

Reading

The Reading program coordinator developed the Dyslexia program in advance of the Right to Read Act, based on earlier legislation (2016) and anticipation of coming legislation. The coordinator just revised the MA/Reading program to include all courses in the Dyslexia program, so that all teachers were eligible for this endorsement when they complete the program.

4f. Investigating the Effectiveness of the URI School of Education Programs

Rhode Island Department of Education (RIDE) Program Approval Process

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

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

The School of Education's last program approval visit occurred in the spring of 2017. The report can be found here: [PREP-RI URI Program Approval Report 2017](#)

Internal University of Rhode Island Assessment Processes

At URI, assessment at the advanced program level refers to the collection, review, and use of information about student learning for the purpose of continual improvement by monitoring the impact of the curriculum on student success. This information supports a climate of learning improvement by influencing teaching practices, policies and ultimately, the conditions that will improve student learning.

Assessment for learning is a faculty-owned process, driven by thoughtful questions about learning, with clear and measurable expectations about what graduates of a program should know and be able to do. The Student Learning and Outcomes Assessment Office (SLOAA), a department in the Office for the Advancement of Teaching and Learning (ATL), requires reports of

outcomes and program improvements by programs every 3 years for New England Association of Schools and Colleges (NEASC) accreditation.

Program-level assessment is an integral part of URI's commitment to evidence-informed reflection and continual improvement and is aligned with expectations from the University's accrediting body, the New England Commission of Higher Education.

The Assessment team supports all phases of the assessment process, providing templates, resources, and consultation services.

SOE Participation with Title II

The SOE participates in the TITLE II reporting process annually. Within this report are annual goals sections for special education MA, and TESOL MA. We continue to use data to discuss our enrollment trends and complete the section stating our strategies to strengthen enrollment in these areas.

We also complete the program assurances sessions which include the following prompts and successful strategies the SOE uses to meet these assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
4. Prospective general education teachers are prepared to provide instruction to students with disabilities.
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.
6. Prospective general education teachers are prepared to provide instruction to students from low-income families.
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Program Completer Surveys

These are administered to initial program completers at the end of their student teaching experience using our electronic portfolio assessment system, TaskStream, which has been gradually implemented into the SOE since the fall of 2012 and is now fully operational in all initial licensure programs. Program completion surveys are completed as a pass/fail assignment during the student teaching seminar, which has led to very high response rates. TaskStream allowed the assessment office to make it a seminar requirement, while keeping it anonymous to faculty, which resulted in a response rate above 95%.

Conclusion: Standard Four Program Engagement in System Improvement

The School of Education values external stakeholders and alumni feedback and will continue its outreach efforts and support throughout the field. The SOE is committed to being engaged in strengthening the education system in conjunction with our stakeholders and in keeping with URI's institutional mission.

CONCLUSION: FINDINGS AND COMMITMENTS

During our AAQEP QAR self-study period on Advanced Programs, two interrelated, major themes emerged: assessment and communication.

Assessment. The School of Education has developed a strong assessment system utilizing TaskStream, which served us well with our previous accreditor and state program approval process. The URI School of Education voted unanimously to change to the AAQEP accreditation process in 2019. The AAQEP self study process brought to our attention the need to shift from a 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 will we use data--both quantitative and qualitative--to inform educator preparation program improvement.

Our curriculum maps and syllabi were updated as part of the self study process. Next, we plan to implement "Data Days" two times per academic year. Data from the previous semester will be shared with each program and a written summary of program strengths and areas for improvement will be provided to the Director of the School of Education and the Outcomes Assessment Coordinator. We plan to use SPSS to analyze all data, not just in a few programs as you see in this report. We hope to present our findings in academic journals and books and to present at professional meetings. Our goal is to annually report our continuous improvement not only to AAQEP but to one another across programs to strengthen inter-program communication, which leads to our next major theme.

Our curriculum mapping process revealed that our curriculum, assessments, and instructional practices need to strengthen our teacher candidates and our own culturally responsive pedagogy and global and international perspectives. We began this work last year but will advance this important work alongside our students as one of our 100-day strategic plan special committees.

Communication. During the self-study, we also became increasingly aware of how we needed to add effective systems for inter-program communication and to create an annual timeline for when we discuss program curriculum, instruction, and program improvement. This includes breaking down silos and building systems of inter-program collaboration so that we can leverage the diverse talents and resources that the school of education has to offer. The process required to prepare Appendix D was invigorating to the faculty involved and we plan to discuss these findings at a faculty meeting in the new year. We plan to convene monthly meetings of the Council for Teacher Education, which is composed of program coordinators. This group will steer the strategic planning to improve both assessment and communication. In addition, the Director of the School of Education will work with faculty and staff to establish two newly configured advisory boards: 1) School of Education Student Advisory Board; and 2) TEACHER@URI advisory board, comprised of faculty, staff, and internal and external stakeholders invested in diversifying the education workforce and strengthening the University of Rhode Island, School of Education programs and program offerings. Lastly, we recognize that the current physical spaces in which our offices are located is creating a barrier to communication that we must creatively address until more adequate space is available to the School of Education. We are lacking informal meeting spaces for students to meet with faculty or to meet with one another. We also are lacking more formal spaces where students could meet to work in study groups, hold student-led workshops, or meet as a student organization.

Closing Reflections on the AAQEP QAR process

As a culminating reflective exercise, the School of Education faculty met to share their thoughts on the AAQEP self study process. They were invited to respond to three questions, either verbally or in writing on a Google slide deck. We close this QAR with their reflections and appreciation for the formative, collegial accreditation that AAQEP has designed and look forward to our ongoing, continuous improvement together. Below, you will find the field notes from this session.

1. What are your thoughts on the AAQEP QAR self study content? What did you learn? What suggestions do you have for improvement?

The faculty need clarification/separation for parts of 1a (example- what is meant by professional knowledge?). Some also feel that PCK is missing from 1a (they have CK, PK, and professional knowledge).

Culturally responsive practices should be part of the report; variables chosen are disconnected from candidates (not how we talk about CRP in courses). Candidates may not know what skills/knowledge/competencies they are working towards throughout the program.

2. What are your thoughts on the AAQEP QAR self study process? What did you learn? What suggestions do you have for improvement?

Elementary not clear that they are tracking students from the point of entry into programs and then throughout to exit. Elementary needs to realign to AAQEP language. We not really tracking growth of candidates over time systematically by just looking at final student teaching evaluations; what are we assessing and how are we assessing it over time?

The Office of Teacher Education thinks there are a lot of innovative and exciting things happening with partnerships, schools, etc. in programs but others do not always know this. Are we working too much in silos? How can we figure out a communication system that isn't burdensome to maintain across programs?

The Secondary team thinks raw data would be easier to analyze and summarize across the secondary program rather than by content area; There was some data (e.g. content area and EDC GPAs) not collected and reported systematically, so they needed to be hand calculated in order to be part of this analysis.

There are plans for improvement in how we use data and design systems/assessments (ie. what types of data: grades, assessments, and research data). We have many assessment pieces in place, but we need to use them better for program improvement and innovation.

3. What commitments and innovations do you suggest as you reflect on our programs, curriculum, and assessments?

The secondary team would like to look at subtest scores from PLT and attempts data from the Praxis II content tests (though we may need to revise this idea based on the potential faculty vote to remove the requirement for licensure tests).

Could we use the midterm Student teacher evaluation and then the final student teacher evaluation to potentially backwards map indicators across program to look at developmental growth

The progression of performance on assignments would be more interesting

The OTE wonders how we can structure data collection for the self-study on the whole incrementally over time? Outside of the assessment system

Is there a way to utilize BrightSpace to provide us with data?; candidates have confusion/disconnect with BrightSpace vs. TaskStream

Need to do more collaboration work with Clinical Educators since they are using these instruments differently. We also need to work internally for calibration as well.

SOE programs need to look at data more systematically and consistently instead of just when reports need to be written

The TESOL program thinks we need to get more student voices into the AAQEP reports

Faculty feel that revisions are needed to internship evaluations. How do we fairly and reliably measure candidate dispositions? For example- What is meant by “work environment” in the final evaluation? Are we evaluating the candidates about the school environment that they don’t have control over? Although we started this conversation with university supervisors in the spring 2021, we weren’t able to continue in fall 2021 due to the pandemic, We will restart this discussion in 2022.

APPENDIX A: CANDIDATE RECRUITMENT, SELECTION, AND MONITORING (STANDARD 3)

APPENDIX A: CANDIDATE RECRUITMENT, SELECTION, AND MONITORING (STANDARD 3) Advanced Programs

Introduction

Attracting, admitting, and supporting high quality candidates who reflect the diversity of Rhode Island’s PK-12 students is a priority for the URI School of Education. Faculty and staff engage in evidence-based best practices in recruiting individuals to address the teaching force needs in Rhode Island, selecting candidates that align with the values and core beliefs of SOE, and monitoring candidates’ progress toward certification. Data regarding candidate experience, program improvement, and partner needs is gathered, analyzed, and used to inform program improvement.

The information provided in Appendix A includes information from 2017-2019 to align with the data provided in Standards 1 and 2. Current innovations related to recruitment, selection, and monitoring are noted to capture recent efforts for continuous improvement.

Recruitment

Targeted Population	Partners	Goal	Description <small>*indicates recent innovation for program improvement</small>
Currently practicing teachers	URI Reading Program, RI Department of Education, local school districts	<ul style="list-style-type: none"> Encourage practicing teachers to deepen their understanding of literacy challenges 	<p>*The URI MA in Education: Reading Specialization program offers a 12 week online program for Dyslexia Knowledge and Practice. This graduate certificate program acts as a feeder program into the URI Reading masters program. The faculty work with the RI Foundation and the URI Office of Strategic Initiatives to provide financial assistance to candidates.</p>
Post-baccalaureate candidates	URI School of Education, RI Association for Colleges of Teacher Education (RIACTE), RIDE	<ul style="list-style-type: none"> Reduce barriers for admission to teacher preparation Encourage careers in education 	<p>*RIACTE collaborated to create a state-wide conditional acceptance policy for the RIDE basic competency requirement. Educator preparation programs were approved to offer conditional acceptance to candidates applying to a post-baccalaureate program for the GPA requirement (3.0). With the conditional acceptance policy for GPA, the URI School of Education can conditionally accept candidates with a GPA of 2.75-2.99.</p>
Elementary and secondary classroom teachers, librarians	URI School Library Media Program	<ul style="list-style-type: none"> Encourage careers in library media education 	<p>The URI School Library Media program recruits for candidates in various ways:</p> <ul style="list-style-type: none"> Networking with professional associations

			<ul style="list-style-type: none"> • Luncheon event for school library media partners • The professional association, School Librarians of Rhode Island, offers free membership to candidates and has a program for mentorship once hired • The URI School Library Media faculty attend national and local professional conferences to recruit • The URI School Library Media faculty presents to undergraduate programs to recruit • The URI School Library Media program is a regional program with a lower cost, is offered online, and is a 7 week accelerated format
Post-baccalaureate candidates	URI TESOL and BDL program, RIDE, Office of PostSecondary Education, RI Foundation, local districts (primarily urban)	<ul style="list-style-type: none"> • Encourage practicing teachers to deepen their understanding of language and culture in the classroom • Address a teaching shortage area 	*The URI TESOL and BDL program has received several grants (\$413,089) to financially support candidates in completing the program. The TESOL/BDL program faculty collaborated with districts to identify teachers to participate.
Post-baccalaureate candidates	URI TESOL and BDL program, local districts, Office of Teacher Education, URI Graduate School	<ul style="list-style-type: none"> • Encourage practicing teachers to deepen their understanding of language and culture in the classroom • Address a teaching shortage area 	The URI TESOL and BDL program faculty recruit in many ways: <ul style="list-style-type: none"> • Directly with districts (Providence, Woonsocket, Central Falls, Pawtucket, Cranston) • Emails to newly admitted candidates in other certification programs • Attendance at events with candidates and/or practicing teachers including the Education Networking Event, Graduate School Fair, Diversity Fair, etc.

Selection

Admission Requirements

Requirements for admission to the URI SOE's advanced programs include evidence of a strong knowledge base (minimum 3.0 GPA), teaching experience (resume, 2 letters of recommendation, personal statement, interview), and positive dispositions including a dedication towards teaching and learning (2 letters of recommendation, personal statement, interview).

Teacher candidates in Rhode Island are required to meet the minimum academic [admissions requirements set forth by the RI Department of Education](#) (RIDE) including the GPA (3.0 minimum) requirement for post-baccalaureate programs. RIDE provides updated admission implementation guidance each year to outline the requirements for the following year. The URI School of Education uses multiple measures to identify candidates for admission, including a

personal statement, resume, 2 recommendation letters, and an interview. Admission decisions are based on a protocol and are made by a team rather than individual faculty.

The URI SOE offers [conditional acceptance for the requirement of GPA](#) for post-baccalaureate candidates. Conditional acceptance opportunities preserve the rigor of admission while offering options to address barriers related to policies, requirements, or other factors. Conditional acceptance options ensure that candidates meet the requirements for admission prior to student teaching. Monitoring and support of candidate progress is included in this process through advising. Conditional acceptance is only offered to candidates who meet all other admission requirements. RIDE has approved all conditional acceptance policies.

The advanced certification programs require the submission of a personal statement from each candidate that describes their rationale for applying to the program, previous experiences that align with the content of the program (e.g. research, teaching, coursework, service, etc.), previous teaching experience, dedication to learning and teaching, and their goals for obtaining an advanced degree. The personal statement should clearly show evidence of positive dispositions towards teaching and learning, particularly in the relevant content area.

The advanced programs require the submission of 2 letters of recommendation from individuals who can reflect on the professionalism and/or academic potential of the candidate. At least one letter must be from an individual who was in a supervisory position of the candidate (e.g. principal, department chair).

The MA in Education: Reading Specialization and the MA in Education: Special Education require an interview with program faculty prior to admission. The goal of the interview is for the candidate to express their goals for program completion and their dedication to teaching and learning. During the interview, faculty provide program information, requirements, and may discuss a potential program of study.

The advanced programs also require the submission of:

- An application to the URI Graduate School and the payment of all associated fees
- A resumé that highlights professional teaching experiences
- A copy of their current teaching certification
- A transcript
- Additional paperwork to support admission (e.g. residency documentation)

RIDE and program admission requirements and the admission processes of the URI SOE and the URI Graduate School are provided for candidate review on the SOE's website ([Reading](#), [TESOL/BDL](#), [Special Education](#)).

Post-baccalaureate candidates initiate the admission process by submitting an application to the URI Graduate School. Candidates follow the URI Graduate School's admission process, deadlines, and requirements. Candidates who meet admission requirements are approved for admission by the program faculty, who then start to craft a program of study for each admitted candidate. The OTE notifies the candidate of acceptance to the URI SOE with an official admission letter and program information after the URI Graduate School has formally admitted the candidate to the University.

The School of Education's faculty and staff collaborate with partners, including RIDE and RIACTE, to ensure that admission processes and requirements remain accessible for all candidates. The URI SOE is committed to providing pathways to teaching certification to all interested candidates, particularly candidates that reflect the diversity of the state of RI.

Innovation: Admission Process

In 2019, the Director of the URI SOE assembled committees of faculty and staff to review the admission process, communication, and requirements. Committees were charged with using feedback from candidates, program completers, faculty, and other University-based partners to make recommendations to streamline the admission process, communication, and requirements. Post-baccalaureate programs worked in [committee to streamline communication and organization regarding post-baccalaureate admission](#). The results of this committee's work was a restructuring of the post-baccalaureate admission information on the URI SOE website, as well as discussions regarding standardizing the admission requirements across the unit.

Monitoring

Candidates are closely supported by faculty advisors throughout the program, with additional program level data provided for monitoring and support of candidates through the [Unit Assessment System](#) (UAS). There are 3 formal transition points for candidates, described below, with additional advising and support provided each semester. Here is [an example](#) of a program-specific assessment system document.

Certification programs use multiple measures at each transition point. National content standards and RIPTS have been incorporated into transition points for movement to final practicum and recommendation for certification. Feedback from training sessions is used to improve assessments, eliminate potential bias, and therefore increase validity e.g. review of final practicum evaluation form by faculty to modify levels of performance to align better with student teaching expectations—specifically in the areas of community involvement and parent interaction.

- *Transition Point 1: Prior to Admission to SOE*

Candidates submit an application and other requirements for admission. Faculty from the Special Education and Reading Specialist programs interview candidates to determine if the candidate is a good fit for the program and answer program and course questions. Faculty may review a candidate's previous coursework and experience to identify gaps in preparation and to suggest coursework to be completed prior to the start of the certification program to address the gaps.

- *Transition Point 2: Admitted to Program and Movement to the Final Field Experience*

Candidates are assigned a specific faculty advisor from their teacher preparation program at the point of admission. Each teacher preparation program communicates with newly admitted candidates through meetings, written communication, and individual advising sessions in the spring/fall after admission decisions are made to clarify expectations, provide an overview of the program, and discuss student teaching and field experiences. Candidates create a program of study with their faculty advisor during their first semester.

In addition to advising support, candidates are able to participate in tutorial assistance, study groups, writing support, and the online assistance center. The Curriculum Materials Library (CML) offers study guides for the Praxis II, in addition to many curriculum resources available to candidates. SOE faculty and staff work to connect students with scholarships, graduate assistantships, and work opportunities when possible. There are currently 10+ scholarships available to SOE students, including the Eddy Scholarship (Providence Public School graduate who would like to teach in an urban setting), the Long Memorial Math Scholarship (secondary math students), and the Massey Scholarship (female students in Health and Physical Education). Additionally, the NOYCE Scholar Program offers paid internship and scholarship opportunities for students who

are interested in teaching in a STEM discipline in an urban community. SOE offers multiple graduate assistantships to offset tuition costs.

All candidates in the semester prior to graduation complete a degree audit to review their program of study. As part of this process candidates meet with their advisor, and program requirements are reviewed, approved, and passed on to the URI Graduate School. During these meetings, advisors typically review progress and required course work, GPA requirements, testing requirements, upcoming course-based outcome assessments including planning activity with RIPTS and content preparation, and assessment of field experiences.

Each program, often in collaboration with the OTE and the Assessment Coordinator, reviews candidate data prior to the final field experience to ensure candidates have met all standards and outcomes for moving to final practicum. If a candidate is at risk for not meeting standards and outcomes at this transition point, they are notified by their advisor and provided appropriate guidance. Candidates who are not eligible for the final field experience are counseled on their options for graduation and/or future field experience eligibility.

- *Transition Point 3: Completion of Field Experiences and Exit from Program*

At the beginning of the final field experience semester, program completion requirements are reviewed either at group meetings or in content area seminars. Near the end of candidates' final semester, certification requirements are reviewed in the same manner. The URI Graduate School, program faculty, OTE, and the assessment coordinator collaborate to ensure that candidates are cleared for program completion and certification recommendation through RIDE.

Candidates in the final field experiences are monitored in their clinical placements by University supervisors and clinical educators. University supervisors may review classroom observation data and evaluations with clinical educators to come to a common understanding of the candidate's performance, thereby ensuring greater reliability of final evaluations and the feedback given to candidates. University supervisors use multiple data points to complete evaluations.

Because the Special Education program includes a full student teaching experience, the faculty provides training for clinical educators to review and discuss rating forms for the observations and final evaluation. At this meeting, rating forms are reviewed using examples/descriptions of candidate performance and behavior, and discussed with the clinical educators. In addition, the Director of the OTE, responsible for field experience placements, is "on-call" to the site supervisors for answering questions/concerns about ratings/evaluations of candidates

Unit-Wide Assessment System

In addition to supporting candidates individually, faculty and programs continually review candidate data to identify areas for continuous improvement regarding candidate support and monitoring. Data from candidate assessments and unit operations are examined by each program. Programs review aggregated data on candidate performance and data on unit operations. These data are used to make judgments about program and unit effectiveness. Each program approved a Program Assessment Plan (See the [Reading Program Assessment System](#), for example) that specifies assessments for examining individual performance at various transition points across each program to make judgments about candidate progress through programs. The program level and unit level assessments are linked to provide a consistent and rich level of data for review.

It is the responsibility of the Assessment Coordinator and program faculty to coordinate follow-up surveys for candidates and employers, common critical performance tasks, training and technical studies to ensure reliable and valid data. Central to this process is the collection of data from program and unit assessments, a data management system, an assessment coordinator, and the unit head. Unit Operations and Program Assessments are intended to systematically collect data central to the operation of units and programs. For the unit this includes data on:

1. Advisement – e.g., program, career
2. Instruction – e.g., teaching, evaluation, clinical experiences, course logistics
3. Records – e.g., programs of study, check sheets, licensure
4. Resources – e.g., facilities, personnel, equipment/technology, funding
5. Faculty Matters—e.g., workload, evaluation/performance reviews, diversity, development, voice
6. Candidate Matters – e.g., diversity, complaints, student groups, communications
7. Staff Matters – e.g., diversity, workload, evaluation/performance reviews, development, and voice
8. Organization—e.g., governance, management, climate Individual programs also collect data to help in the assessment of candidates and of programs themselves.

Data include:

1. Learning Products— based on institutional, state and professional society standards, professional knowledge/skills/dispositions and impact on student learning, and specified proficiencies (e.g. candidates' portfolio tasks).
2. Transition Points – Individual candidate records on pre-specified program transition points (e.g., program admission or exit)
3. Program Components – learning products aggregated by courses, field experiences, and other such curricular elements (e.g. aggregated performances in a capstone course).
4. Post-Program Assessments – follow-up surveys of program completers and their employers as well as results from state licensure tests and external reviews (e.g., Rhode Island state program reviews).

Innovations in Monitoring and Supporting Candidates

Innovation: Program Revision to Reflect Changes in Standards

Programs continually revise requirements, assignments, and assessment protocols based on changes in state and national standards. For example, the TESOL/BDL program recently added an assignment to address the needs of multi-language learners to more thoroughly address the standards and requirements for the BDL certification. Similarly, the Reading Specialist program created and added the graduate certificate program for Dyslexia Knowledge and Practice after the International Literacy Association's Standards for Reading Professionals (ILA) and the RIDE called for this to be a priority.

Innovation: Workshops Created to Address the Specific Needs of Teacher Candidates

Because teachers are at the forefront of societal shifts, teacher certification programs must respond quickly and authentically to shifts that will impact classrooms, communities, and students. Over the past two years, significant shifts in American culture and society have necessitated investigation into how certain relevant topics are included in certification programs. The deeper inclusion of three areas: racism/bias, virtual learning, and social/emotional learning, have been priorities for the URI School of Education. Certification programs have always addressed these topics when appropriate in the curriculum. The significant events over the past two years have required faculty to deepen how these topics are explored within coursework and in field placements.

In addition to deepening the exploration of these topics within the curriculum, 3 additional workshops were created to provide further work and thought in these areas:

The *Anti-Racist Educator* series was created in summer 2020 in response to growing awareness of the Black Lives Matter movement. This student-initiated and facilitated, bi-weekly workshop series is offered virtually and includes conversations on race, identity, bias, and other important related topics with experts from both on-campus and off-campus. The culminating event in spring 2021 was a discussion with Clint Smith, writer at The Atlantic and New York Times bestselling author. The series has continued in the 2021-2022 academic year with new student leadership.

The *Virtual Instruction in the Real World* workshop was created by the URI Curriculum Materials Library (CML) librarian in spring 2020 to respond to the rise of virtual teaching and learning due to the COVID-19 pandemic. This self-paced virtual workshop supports candidates in exploring virtual learning platforms, strategies, and other resources. Candidates are able to participate in virtual teaching and learning in a more confident way after completing this micro-credential badge and are encouraged to include this information during their job search. Now called *The Virtues of Virtual Instruction*, the workshop has been revised with the support of local practitioners and RIDE to better reflect virtual teaching and learning in Rhode Island. A version has also been created for local classroom teachers.

The *SEL: Principles and Practices* workshop was created in response to state adoption of SEL Standards and growing research indicating the importance of embedding SEL in instruction. The CML librarian used information provided by RIDE and feedback from local teachers to create this micro-credential badge, thus providing information on SEL standards and practices that are reflective of the Rhode Island SEL standards.

Innovation: Current Grants and Projects for Candidate Support

There are several significant projects and grants that have been designed with the purpose of providing support and mentorship to candidates, professional development and academic support, and opportunities for candidates to engage as professionals and within schools. Examples of these grants and projects include:

TEACHER@URI will increase the number of teacher candidates and program completers from diverse backgrounds, with a specific focus on candidates from traditionally marginalized and/or underrepresented groups. The TEACHER@URI program will work closely with the partners to not only create new opportunities for candidates of color, but also will support the URI School of Education in looking at our programs to see where specific program improvements can be made to address the needs of candidates of color.

Kappa Delta Pi recognizes the many academic accomplishments of candidates and offers candidates opportunities for leadership in local schools and within the chapter. Candidates support local schools in school-based service projects and provide resources and support to each other as colleagues.

APPENDIX B: COMPLETER SUPPORT AND FOLLOW UP PRACTICES (STANDARD 4)

APPENDIX B: Completer Support and Follow-Up Practices Initial/Advanced Licensure Programs

Supports for Completer Entry Into and/or Continuation in the Profession

Overview: The University of Rhode Island School of Education is fortunate enough to have in-state placement data provided by the Rhode Island Department of Education (RIDE) through its [Ed-Prep Index](#). In this system RIDE provides data on how many completers URI produces each year; how many are seeking certification in Rhode Island; and most importantly, how many are employed in the state and where they are employed. While over two-thirds of all completers are licensed in RI, only approximately one-third are employed in the state. Considering about half of all program completers are out of state candidates, this is not surprising since many go back to their home states to teach. However the data we do receive, allows the outcomes assessment office to target particular districts and schools where our alumni have been hired. Since this data became available in 2016 the SOE has sent these employer surveys out annually.

Data regarding program completions, in-state hiring, and in-state retention of graduates can be found in the [RI Educator Preparation Indices](#). The indices include data on almost 3,000 recent in-state program completers from Rhode Island institutions of higher education (IHEs) and offer districts, future educators, and providers valuable information to inform their work and enhance stakeholder/alumni collaboration. Each index includes expandable sections with info ranging from completer background to beginning teacher effectiveness.

Systematic Targeted Distribution of Follow-up Surveys

The SOE's Outcomes Assessment Office sends [2-year follow up surveys](#) to all program completers asking them for feedback on items such as preparation for teaching, student learning, student assessment, and professional development opportunities, and also solicits input for program improvement.

As mentioned above, the outcomes assessment office sends targeted [employer surveys](#) annually to principals, seeking feedback on the performance of their new teachers who completed URI teacher preparation programs.

Rhode Island Ed-Prep Index Stakeholder Feedback

In addition to face-to-face meetings, stakeholders and community partners have access to our [RIDE program approval report from 2017](#), and the results of our [2015 NCATE accreditation visit](#) on our website, and can leave program feedback/suggestions on our embedded survey, located on our [SOE About](#) page. Various stakeholders and community partners are surveyed for feedback regarding programs and communication. This helped build the conclusion to standard 4 and helped the department field innovations and areas to consider for future program directives.

[Credential Review Pathway \(CRP\)](#) Agreement for the University of Rhode Island and the RIDE Credential Review Consortium Institutions (CRCI).

The Credential Review Pathway (CRP) allows individuals who demonstrate academic excellence and/or have extensive experience working in PK-12 academic setting to demonstrate their proficiency in the pedagogical and content competencies within a certification area with the end goal of becoming certified in Rhode Island. This pathway to certification provides credential review candidates an opportunity to complete a program of study at URI, or another participating Rhode Island higher education institution, in order to meet certification requirements.

After entering the CRP, candidates work with a CRCI to complete a program of study aligned to the Rhode Island certification requirements. The goal of the Rhode Island Credential Review Pathway is to facilitate access to Rhode Island Certification through a differentiated program of study. Individuals who complete the RI Credential Review Pathway, are eligible for Rhode Island certification within the certificate area. RI Credential Review Pathway Completers are not considered RI Program Completers.

Through this program the SOE was able to offer two iterations of a middle school extension program within the Warwick public school district. Currently certified elementary and secondary teachers were able to earn their RI middle level extensions in a content area, at a reduced tuition rate, through this innovation.

CRP also allows practicing teachers to add “like” areas to their existing certifications, such as another language or another science discipline, without having to enter an approved program.

This pathway is also utilized by past teachers who have let their teaching licenses expire beyond 10 years to create a pathway for re-certification without having to complete an entire teacher preparation program over again.

Social Media Alumni Support

The Office of Teacher Education administers and maintains a [group page on Facebook](#) currently comprising 411 members. This page is populated with materials such as professional development opportunities, job openings, tutor positions, and excellent beginning teacher resources. The OTE also maintains a [GOOGLE Site](#) with resources including [job postings](#) and [instructor, supervisor and clinical educator support](#).

The [Young Educators Society](#) (YESRI) was created in 2018 by alumna Erin Healy (Secondary English 2016) to provide support for early-career education professionals through connection and collaboration. This community of teachers, teacher-prep candidates, and educational leaders from Rhode Island are learning from each other in order to create positive change in our schools. YESRI has hosted dozens of high-quality professional development workshops in collaboration with local thought partners and experts in the field, and worked to build a community through social networking and digital media. It is open to all educators and RI educational professionals with less than 10 years of experience to foster connecting, collaborating, and learning from each other. This group meets regularly and has social media presence on Twitter, Instagram, and Facebook.

Annual Education Networking Fair

District leadership attempts to connect with recent and upcoming program completers to fill hiring needs. At this event, district leadership are engaged in conversations regarding district hiring needs and how URI program completers can fill their hiring needs.

Recruitment of Alumni as Clinical Educators

After three years of successful teaching and positive evaluations from their employer, alumni are sought by the OTE to serve as clinical educators. Clinical educators are evaluated by the university supervisors after completion of student teacher supervision. This was suspended for 2020 and 2021 due to the pandemic and the number of student teachers completing student teaching remotely. It will be re-established for the spring 2022 semester.

Sharing of Employment Data in Program Courses

Graduate programs share employment data with their candidates in their early classes. Special Education has a PowerPoint on employment shortage in special education they share with potential candidates and candidates accepted in the program. Library Media posts employment data on their website for potential applicants and recent graduates. In Reading the two faculty members share information about employment prospects to their candidates individually in classes and advisement sessions.

APPENDIX C: PROGRAM CAPACITY AND INSTITUTIONAL COMMITMENT (STANDARD 3)

APPENDIX C: PROGRAM CAPACITY AND INSTITUTIONAL COMMITMENT Advanced Programs

Program Authorization

The Performance Review of Educator Preparation in Rhode Island (PREP-RI) process provides a structure for reviewing providers and their programs to determine if a provider is offering a high-quality program that meets the Rhode Island Standards for Educator Preparation.

The Rhode Island Department of Education (RIDE) developed PREP-RI in collaboration with educator preparation faculty and PK-12 educators. A dedicated committee, composed of representatives from all preparation providers in Rhode Island, met to develop and refine the performance review process in 2014. RIDE also incorporated feedback from PK-12 educators, PK-12 students, RIDE staff, former RIDE preparation program reviewers, and national experts in educator preparation and program review.

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

The School of Education's last program approval visit occurred in the spring of 2017. The report can be found here: [PREP-RI URI Program Approval Report 2017](#). All initial and advanced licensure programs completed the PREP-RI process in 2017 and were all re-approved to offer our teacher certification programs through 2023.

Candidates who complete RIDE approved educator preparation programs are eligible for full certification in Rhode Island and are eligible for certification in other states through reciprocity based upon agreements in the Interstate Certification Agreement with the National Association of State Directors of Teacher Education and Certification (NASDTEC).

Curriculum

Programs of study in the URI School of Education (SOE) include courses and field experiences that enable candidates to develop proficiency in the critical concepts, principles, and practices required to teach in each respective content and certification area. In the URI SOE, courses and critical benchmark tasks were developed based on Rhode Island Professional Teacher Standards (RIPTS) and program-specific content and professional standards including TESOL International Association accreditation standards: TESOL and BDL; International Literacy Association's Standards for Reading Professionals: Reading Specialist; Council for Exceptional Children standards: Special Education.

Examples of critical benchmark tasks include the unit-planning task, the assessment of student learning task, and the final candidate evaluation. These tasks are completed by all candidates to show competency in critical teaching tasks and meet certification expectations. Methods courses emphasize content standards relative to the course and are demonstrated through the planning task completed by candidates. Rubrics are standardized across programs and provide information on candidate knowledge, pedagogy skills, and professional dispositions. The AAQEP

standards, RIPTS, and program-specific content standards are indicated in course syllabi, critical benchmark tasks, and rubrics as appropriate for the content and used by the candidates when designing lessons and assessments.

Throughout the program, the candidate assessment portfolio is structured so that successful completion of all the critical performance tasks indicates successful achievement of the RIPTS, program and content-specific professional standards, and AAQEP standards. As candidates progress through the program, ongoing feedback from instructors and clinical educators provides comments that are standards-based and directly relate to their performance as beginning teachers.

Curriculum maps and syllabi aligned to state (RIDE), program-specific, and national standards (AAQEP):

[Syllabi aligned to standards](#)

[MA in Education: Special Education Specialization](#)

[TESOL/BDL*](#)

[MA in Education: Reading Specialization](#)

*The TESOL/BDL curriculum map includes the AAQEP standards only. The program is an approved program through RIDE but has not been reviewed through the PREP-RI process yet (due in 2023) or the URI Office of Student Learning and Outcomes Assessment and Accreditation (SLOAA) review process (due in spring 2022).

Full-Time Faculty

Please review the list of faculty and biographical information on the URI School of Education [website](#).

Faculty Member	Position	Program	Degree	Specialization
Adamy, Peter	Associate Prof	Elementary	Ph.D.	Education
Brand, Susan	Professor	Early Childhood	Ed.D	Curriculum & Instruction
Brown, Tashal	Assistant Prof	Secondary: Social Studies	Ph.D.	Curriculum & Instruction & Teacher Education
Byrd, David	Professor	Secondary: Social Studies	Ph.D.	Teacher Education
Clapham, Emily	Associate Prof	Health & Physical Education	Ed.D.	Curriculum & Instruction
Coiro, Julie	Professor	Reading	Ph.D.	Educational Psychology
Correia, Amy	Senior Lecturer	TESOL/BDL	Ph.D.	Education
DeGroot, Kees	Professor	Secondary: Mathematics	Ph.D.	Mathematics Education

Deeney, Terry	Professor	Reading	Ed.D.	Reading, Language, & Learning Disabilities
Fogleman, Jay	Associate Prof	Secondary: Science	Ph.D.	Education
Hersey, Nicole*	Senior Lecturer	Secondary: Mathematics	Ph.D.	Education
Hicks, Sandy	Associate Prof	Elementary	Ph.D.	Language, Reading, & Culture
Hos, Rabia	Associate Prof	TESOL/BDL	Ph.D.	Education, Teaching, Curriculum, and Change-TESOL
Kenney, Timothy	Visiting Lecturer	Secondary: English	M.Ed. (ABD, Ph.D., Education)	Curriculum & Development
Kern, Diane	Professor/Director	Secondary: English	Ph.D.	Education
Killian Lund, Virginia	Assistant Prof	Reading/Elementary	Ph.D.	Curriculum & Instruction
Kim, Hyunjin	Associate Prof	Early Childhood	Ph.D.	Curriculum & Instruction
Perez-Ibanez, Iñaki*	Assistant Prof	Secondary: World Languages	Ph.D.	Spanish Literature
Semnoski, Cathy	Senior Lecturer	Special Education	M.Ed.	Special Education
Shim, Minsuk	Associate Prof	Secondary	Ph.D.	Educational Psychology
Sweetman, Sara	Associate Prof	Elementary	Ph.D.	Education
Tutwiler, Shane	Assistant Prof	Secondary	Ed.D.	Human Development & Education
Xu, Furong	Professor	Health & Physical Education	Ph.D.	Kinesiology (Physical Education and Sport Studies)

*These faculty members have joint appointments with the College of Arts & Sciences

Part-Time Faculty

PT Faculty	Course(s)	Experience	Degree	Specialization
Kenworthy, Thomas	Middle School Methods	Superintendent, Portsmouth Schools; Former Middle School Principal & Teacher	Ed.D.	Educational Leadership
Rossi, Mary Lou	Student Teaching and Practicum Supervisor, Elementary Education	Retired Elementary Principal and Teacher	M.Ed.	Special Education and Differentiated Instruction
Hadid, Alia	TESOL/BDL Coursework	Second Language Instructor	Ph.D.	Technology in Education and Second Language Acquisition
Dorfman, Leah	Health and Physical Education Methods	Fitness Specialist and Health Coach	Ph.D.	Behavioral Psychology: Health Promotion
Ryan, Harry	Secondary Social Studies Methods and Practicum Supervision	Former Social Studies Teacher	M.A.	Teaching (B.A., History)
Stabile, Caroline	Elementary Language Arts and Science Methods	GEMS-Net Professional Development Coordinator; Former Elementary Teacher	Ph.D.	Education

Facilities

In a 2017 [Self Study Report](#) for New England Association of Schools and Colleges Commission on Institutions of Higher Education, URI indicated that its annual investment is "...one of the highest facility-age reductions among our peers" (p. 72). Between 2007-2017, URI averaged \$71 million in capital investments annually. According to the self-study, 54% of the investment was in new space and 46% in existing space.

Although the University has made significant investments in physical space across campus, the SOE has not yet benefited from these operations. Currently, the SOE is housed on the sixth and seventh floors of the Chafee Social Science Center (last renovated in 2002 when elevated levels of Polychlorinated Biphenyls (PCBs) were found in dust samples), which includes office space

and one conference room but no space for students, faculty, and/or staff to congregate and develop communities of practice. The two floors assigned to the School of Education are at office space capacity with Graduate Assistants housed in one makeshift basement office. While we have started the [Space Allocation](#) process, it is unlikely there will be additional space allocated in the foreseeable future. As we begin to work towards more urban educational experiences for our candidates, there is some promise of additional space on the Feinstein Providence Campus (FPC). The lack of dedicated space to the SOE makes it challenging to offer programming consistent with our mission and other high-quality programs.

Fiscal

Like most institutions of higher education (IHE), the University of Rhode Island (URI) was greatly impacted by the Coronavirus. Despite significant loss of revenue, however, URI was supported largely through the Higher Education Emergency Relief Fund (HEERF). Unlike many IHEs, URI's enrollment remained consistent throughout 2020, and even grew in 2021. According to the latest [financial audit](#), "The current ratio (current assets divided by current liabilities), which measures the University's liquidity, remains positive: 3.14 to 1 and 2.65 to 1 as of June 30, 2021, and 2020, respectively" (p. 12). Further, the auditors indicate that URI's overall net position remains strong.

Candidate Feedback

Candidates have opportunities to provide summative and formative feedback on courses, field experiences, advising, and the program at multiple points throughout and after the program.

During the program, candidates are encouraged to give thoughtful and thorough feedback to faculty and instructors on IDEA course evaluations each semester. Candidates are encouraged to discuss issues, struggles, confusions, and misalignment with their course instructors as a first step when an issue arises. If that conversation does not result in resolution, advisors, program leaders, and/or the director of the URI SOE support the candidate and instructor in having productive conversations to problem-solve. These formal and informal conversations provide important feedback to programs, faculty, and staff regarding candidates' experiences and how the program can better support them. Another resource is the director of the Office of Teacher Education, who holds virtual office hours regularly to discuss feedback and experiences with specific instructors and/or field experiences.

At the culmination of the program, completers are surveyed regarding satisfaction with the program to assess program quality including specific foundation and methods courses, student teaching experience, experiences with diverse learners, availability, and condition of program resources, and preparation for teaching, including professional preparation based on RIPTS. Completers are then surveyed again at 2 years post-graduation on satisfaction with URI's teacher preparation program, content and pedagogical knowledge, knowledge of effective practices for supporting students including diverse learners, and the effectiveness of the teachers' professional development and role as a change agent in the learning community.

Specific candidate feedback was analyzed to inform the self-study in Standard 2.

Student Support Services

The resources listed here are a sample of the many resources available to all URI students. The health, wellbeing, and academic support of all URI students is a priority of the university and the URI School of Education.

The University of Rhode Island offers many opportunities for student support, including but not limited to:

- Academics: Academic Enhancement Center, Writing Center, University College for Academic Success, Disability Services,
- Health and Wellbeing: Counseling Center, Gender and Sexuality Center, Health Center, Multicultural Center, Women's Center, Rhody Outpost (food bank), Office of Veteran Affairs

The URI SOE and the College of Education and Professional Studies offer additional resources for candidate support:

- Comprehensive advising structure throughout the program that includes both faculty and professional advisors
- Opportunities to offset financial issues associated with tuition including education-specific scholarships and graduate assistantships
- The Academic Skills Center

Policies and Practices

Candidates are supported by program faculty throughout their program. Program information, policies, curriculum, and requirements are available on each program's webpage: [Reading](#), [Special Education](#), [TESOL/BDL](#).

The OTE offers guidance through the [OTE GoogleSite](#). The OTE GoogleSite provides information and guidance to candidates regarding field placements, program completion requirements, and employment and certification information. The OTE GoogleSite is being built to include information for clinical educators and field instructors.

Candidates have access to the URI Academic Catalog and all academic policies [here](#).

Our student complaint process is under revision, being led by our Assistant Dean. We currently use the University-wide student [complaint process](#), with more information located [here](#).

Candidates follow the University's [guidelines](#) for the transfer of credits.

Distance Education

The URI School of Education does not have any advanced programs that are offered fully online.

Third-Party Comments

The SOE has solicited public comments using the [Third Party Comment page](#) on the AAQEP website from clinical educators. Plans for future outreach for third party comments include putting a notice in the local newspaper and sending a request for comments to district administration and district contacts.

APPENDIX D: INTERNAL AUDIT OF THE QUALITY CONTROL SYSTEM (STANDARD 3)

APPENDIX D: Internal Audit of the Quality Control System Initial and Advanced

Five members of the SOE faculty conducted a deep audit of one aspect of our quality assurance system that we know is in need of improvement, specifically the use of Praxis I and Praxis subjects licensure testing as a requirement to advance to the internship experience. The team consisted of members of the graduate faculty who teach in the initial and advanced licensure programs, as follows: two quantitative methodologists; two secondary mathematics education faculty members; and one TESOL faculty member. The faculty is committed to diversifying the education profession and removing barriers to program completion. To this end, we share the results of an *initial study* of the linkages between our students' knowledge and competencies and their performance on the Praxis exam.

Problem Statement

In 1998, the federal government passed Title II, Teacher Quality Enhancement Grants for States and Partnerships. This law was to "hold higher education institutions and states accountable for the quality of teacher preparation and licensing" (Flippo, 2002, p. 218). Lawsuits ensued due to the inaccessibility of tests for certain populations, specifically minority populations (Flippo, 2002). Wakefield (2003) states "Praxis I blocks the entry into teacher education for many minority income candidates, while Praxis II blocks the exit" (p. 284). Due to the high-stakes nature of these tests, the US Department of Education commissioned the Committee of Assessment and Teacher Quality (CATQ) to analyze the appropriateness and quality of the various licensure exams (National Research Council, 2001). Among the recommendations put forth by the committee, they state, "it is crucial that states use multiple forms of evidence in making decisions about teacher candidates" (p. 166). While it does not condemn the use of standardized tests, the committee does recommend that states collaborate with test developers to produce appropriate, valid, reliable, and technically-sound assessments and that this collaboration should be supported by state and federal governments and funding (National Research Council, 2001). While teacher preparation has evolved, some tests have not, nor is there a clear understanding of whether these tests are an accurate portrayal of teacher knowledge.

Underlying Assumptions/Theoretical Framework

Racially minoritized students comprise nearly 50% of the student population, but racially minoritized teachers comprise only 18% of the teacher population. A study by the Center for American Progress (Partelow, Spong, Brown, & Johnson, 2017) found that nearly every state is experiencing a large and growing teacher diversity gap or a significant difference between the number of students of color and the number of teachers of color. In Rhode Island, 35% of the K-12 student population is made up of minority students but only 5% of teachers are non-white (Partelow et al., 2017). The Rhode Island Department of Education (RIDE) is the first state education agency to endorse a plan to hold teacher prep programs accountable for candidate diversity rates (Partelow et al., 2017). Thus, Rhode Island teacher preparation programs are tasked with diversifying the teacher workforce, but are not able to do so due to a variety of policy barriers, including increasingly high admissions test scores and requirements for teacher candidates to pass licensure tests prior to program completion.

At our institution, like many other universities, achieving passing scores on Praxis I is required for acceptance into the Teacher Education Program. To date, however, we know of no research that

correlates Praxis I scores with student grades in their first 60 hours prior to acceptance into teacher education programs. Nevertheless, passing Praxis I can be viewed as either achieving the first "milestone" in pursuing a teaching degree and certification, or it may be viewed as one of the first gates in determining which students are allowed to continue in their preparation and which ones must put their academic progress on hold until this requirement is met.

Admission Testing

Since the Fall of 2010, our University's SOE has offered a preparation course to meet the needs of students who are not yet ready to pass one or more of the basic skills tests. Though the class helped many overcome gaps in their prior knowledge or test-taking skills, there were those who still struggled to pass and changed to majors out of education.

While keeping the relevant literature in mind and in reviewing our current student body, we noted that the use of basic skills tests for admission is not aligned with the objectives of our college, which includes "enhancing social justice activities that support academic and professional advancement for students, staff, and faculty" (CEPS, 2019). Additionally, we know that the assessment tool itself can pose a barrier to diversifying the teacher workforce. When there is a cultural or linguistic mismatch between the test developers and test takers, those mismatches negatively impact student test performance (Gottlieb, 2016; Luykx et al., 2007). As such, our SOE diversity statement includes "the documented low achievement levels of students of color, language minority students, students from poverty backgrounds, and students with disabilities, and the marginalizing of diverse cultural groups as educational injustices" (URI School of Education, 2019). We see that we have a "moral responsibility" (URI School of Education, 2019) to provide opportunities to potential teacher candidates from minoritized populations to access admission into our programs. RIACTE, the RI Association of Colleges for Teachers of Education chapter, recently put forth a proposal to RIDE to allow for the assessment of basic skills through coursework. This proposal was accepted in Spring 2019 and prompted the revision of the existing basic skills test preparation course and the addition of two new courses aligned to the Common Core State Standards for mathematics, reading, and writing.

Licensure Testing

Since the Fall of 2005, the School of Education has required its candidates to pass the Rhode Island licensure test as part of their program and they must do so in order to be cleared for student teaching. The rationale behind this decision was to ensure that all of our candidates were able to successfully apply for certification after graduation. Faculty have been able to support candidates who experience struggles with passing these tests, however the SOE as a whole has not been systematic in its efforts. Declining numbers of student teacher candidates prompted faculty to examine the role of these licensure tests as a program requirement. The faculty is in the process of reviewing literature and are currently considering not requiring the passing of these tests as a program requirement any longer for the purpose of completion of our teacher preparation programs to a wider group of candidates. At the time of this report, we are still reviewing the literature, data, and implications of such a decision.

In a 1988 study commissioned by the Council of Chief State School Officers (CCSSO) and the National Education Association (NEA), Smith (1988) concluded that the primary obstacle to diversifying the nation's teaching force was the use of standardized test scores to determine eligibility for teacher education. The study found that "disproportionate numbers of minority candidates have been and are being screened from the profession".

In a recent structural racism analysis report commissioned by the American Association of Colleges of Teacher Education, Fenwick (2021) asserts, "The relationship between performance on teacher preparation program entrance examinations and licensure examinations and the

ability to be a successful teacher has been challenged repeatedly, both in scholarly research and in courts. Nonetheless, use of these tests has proliferated and, by some estimates, has eliminated hundreds of thousands of prospective Black, Hispanic, and other teachers of color from our nation's classrooms" (p. 22).

Based on the potential role that standardized tests such as the Praxis series might have on impeding efforts to diversify our teacher candidate pool and, by extension, the workforce, we have engaged in an *initial study* of the linkages between our students' knowledge and competencies and their performance on the Praxis exam. To do so, we pose the following research questions:

RQ1: What is the relationship between student content knowledge and performance on the Praxis II content exam(s)? (Secondary Education Majors)

RQ2: What is the relationship between student pedagogical knowledge and performance on the Praxis II principles of learning and teaching exam? (Secondary Education Majors)

RQ3: What is the relationship between evidence of student basic competencies in mathematics (as measured by preparatory course performance) and cumulative GPAs? (All Majors)

Participants

To answer RQ1 and RQ2 we examined the data of 94 Secondary Education students across the content areas (English, Math, History/Social Studies, and Science) across three cohort years (2017, 2018, 2019). To answer RQ3 we examined students from the Fall 2020 and Spring 2021 cohorts of a mathematics preparation course. We chose to focus this report on the mathematics basic competency since it has historically been the area of most difficulty for those pursuing admission into the SOE. The Fall 2020 and Spring 2021 cohorts consisted of 103 students and included 24 freshmen, 51 sophomores, 20 juniors, and 8 seniors. These students reflect 64 elementary education majors, 16 secondary education majors, 11 early childhood education majors, 10 health and physical education majors, and 2 music education majors.

Measures

Content Knowledge. Content knowledge was measured via students' scores on the Content Area Praxis II exams and their Grade Point Average (GPA) in the content area of their program of study.

Pedagogical Knowledge. Pedagogical knowledge was measured via students' scores on the Principles of Learning and Teaching Praxis II exam and their GPA based on grades from their Educational core coursework.

Basic Competencies. Basic competencies were measured by examining students' cumulative GPA as well as their performance on a post-course practice Praxis I exam.

Data Analytic Plan

In order to explore relationships between our measures, we employed Pearson product-moment correlations. This approach was appropriate, as the scores examined could be treated as continuous. If the estimate was greater than the standard error, we deemed the correlation "statistically moderate," and if the estimate was more than twice the size of the standard error, we declared the relationship to be "statistically strong."

Results

Descriptive Findings. We note in Table 1 that, across all content areas, Praxis II Content Test scores ranged between a minimum of 150 and maximum of 258. Scores were generally highest in the English domain (175.80, n=30) and lowest on the physics test (150, n=1). Looking across cohort years in Figure 2, we note that the General Science sub-test evidenced the most variability, ranging from an average of 165 in 2017 to 184 in 2019 (an effect size range of nearly 0.7 s.d. units based on the pooled standard deviation). The range in scores may be due, in part, to sample size. We note that the variability of the Math and English scores were also on the range of 0.7 s.d. units, and the Social Studies scores ranged approximately 0.5 s.d. units. It is also worth noting on Figure 1 that the average for each content test within each year was above the minimum pass score for each content area.

Table 1. Average Praxis II Content Test Scores across Cohort Year, by Content Area

Praxis_II_Content_Test_Score	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Math	13	169.54	10.211	2.832	163.37	175.71	160	191
English	30	175.80	7.327	1.338	173.06	178.54	164	195
Social Studies	27	167.07	5.980	1.151	164.71	169.44	157	190
Science-Bio	17	165.24	6.906	1.675	161.68	168.79	156	180
Science-GS	14	170.93	26.372	7.048	155.70	186.16	154	258
Science-Chem	4	165.25	15.521	7.761	140.55	189.95	154	188
Science-Physics	1	150.00	150	150
Total	106	169.83	12.495	1.214	167.42	172.24	150	258

Note with this table: because some science education candidates take multiple content tests, the n for this table is greater than 94.

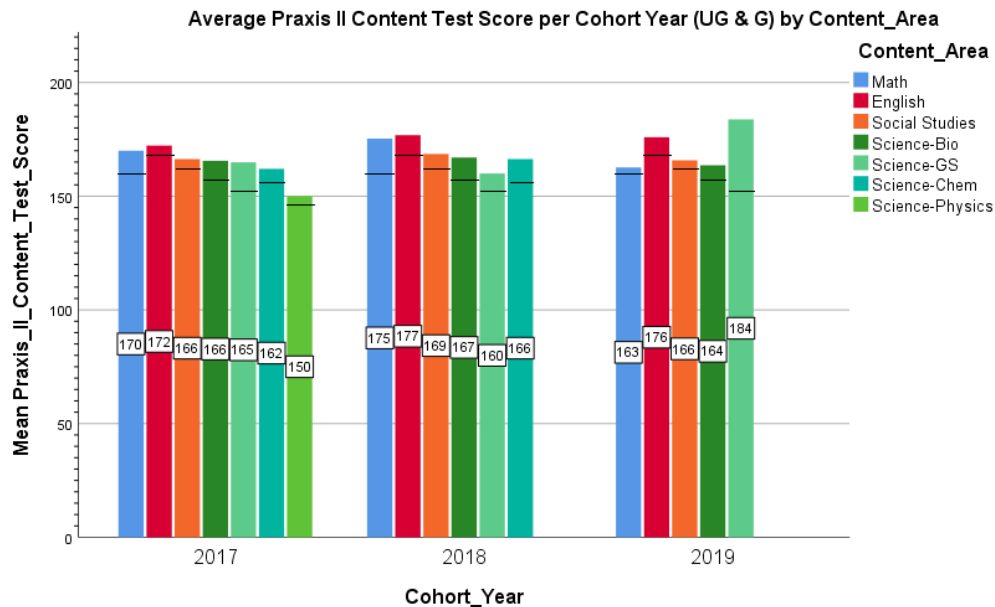


Figure 1. Average Praxis II Content Test Scores per Cohort Year, by Content Area. Note: lines on the bars indicate the minimum pass score for each of the content areas.

Turning our attention to Content Area GPAs, we note in Table 2 that, across all cohort years, the GPAs of science concentrators tended to be lower, on average (ranging from 2.6 to 3.1), than their peers in Math, English, and Social Studies (ranging from 3.3 to 3.6). Looking across cohort years in Figure 2, we note the widest variability in Math content area GPAs, ranging from 3.54 to 2.63. That said, the average score for each content area was above the minimum admissions threshold of 2.50 across all three cohort years.

Table 2. Average Content GPA across Cohort Year, by Content Area

UG_Content_GPA

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Math	10	3.2970	.43456	.13742	2.9861	3.6079	2.54	4.00
English	28	3.6118	.27471	.05192	3.5053	3.7183	3.07	4.00
Social Studies	27	3.3000	.34215	.06585	3.1646	3.4354	2.70	3.83
Science-Bio	12	2.9458	.40724	.11756	2.6871	3.2046	2.51	3.63
Science-GS	9	3.0222	.43014	.14338	2.6916	3.3529	2.51	3.63
Science-Chem	2	2.5800	.01414	.01000	2.4529	2.7071	2.57	2.59
Science-Physics	1	3.0700					3.07	3.07
Total	89	3.3031	.42768	.04533	3.2131	3.3932	2.51	4.00

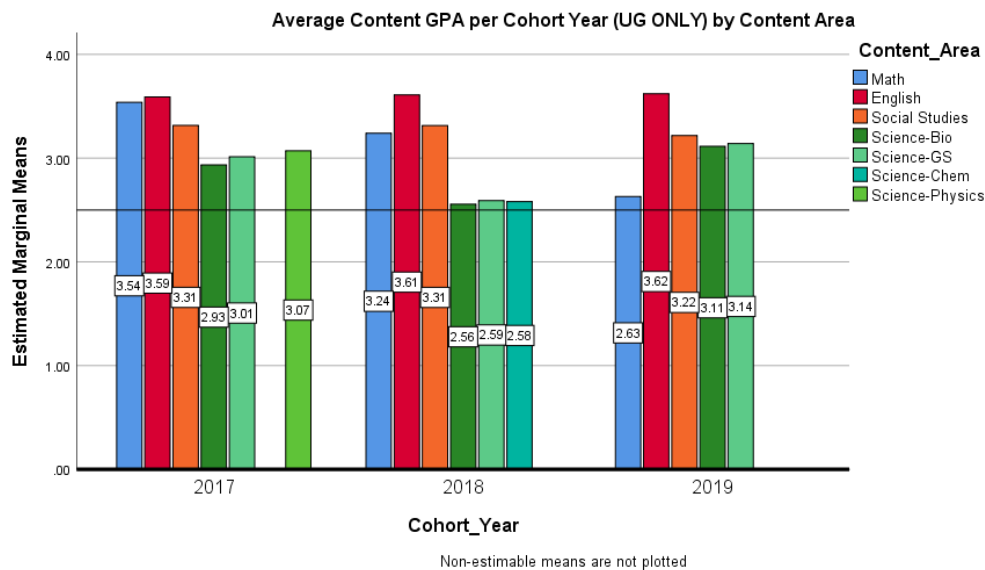


Figure 2. Average Content GPA per Cohort Year, by Content Area
Note: line in graph indicates minimum required Content GPA (2.5)

Pedagogical Knowledge

Turning our attention to Figure 3, we note that, across content areas and cohort years, the average Praxis II PLT score fell above the designated cut score of 157. We also note in Figure 3 that, similar to the Content Area scores, the average Praxis II PLT score was most variable for the General Science students, ranging from 160 in 2018 to a high of 182 in 2019. We further observe in Figure 4 that, across cohort years and content areas, the EDC GPAs were all quite high, ranging from 3.5 to 3.9, all well above the cut-point of 2.50.

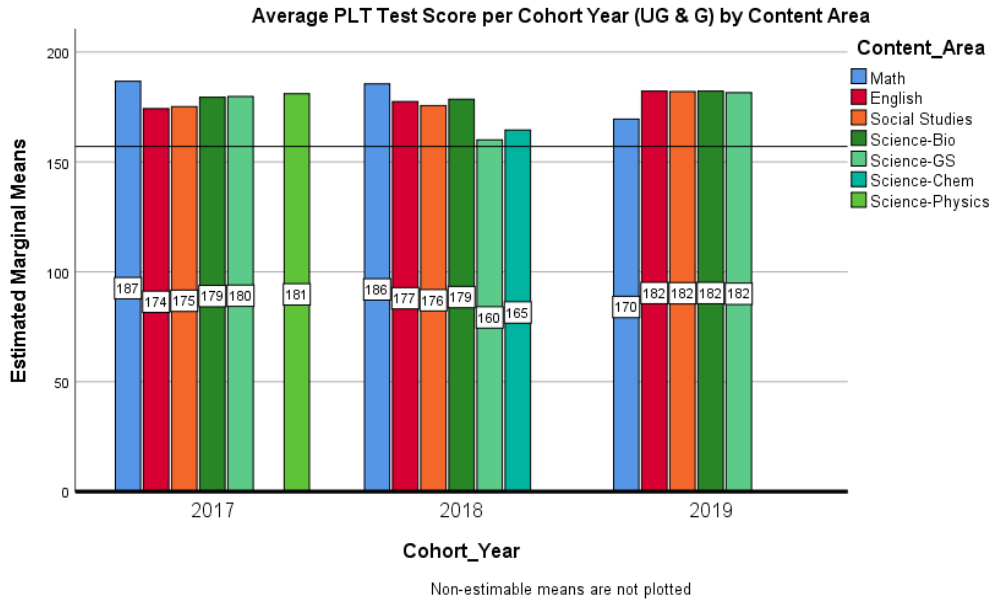


Figure 3. Average Praxis II PLT Score per Cohort Year, by Content Area
 Note: line in graph indicates minimum required PLT Score (157)

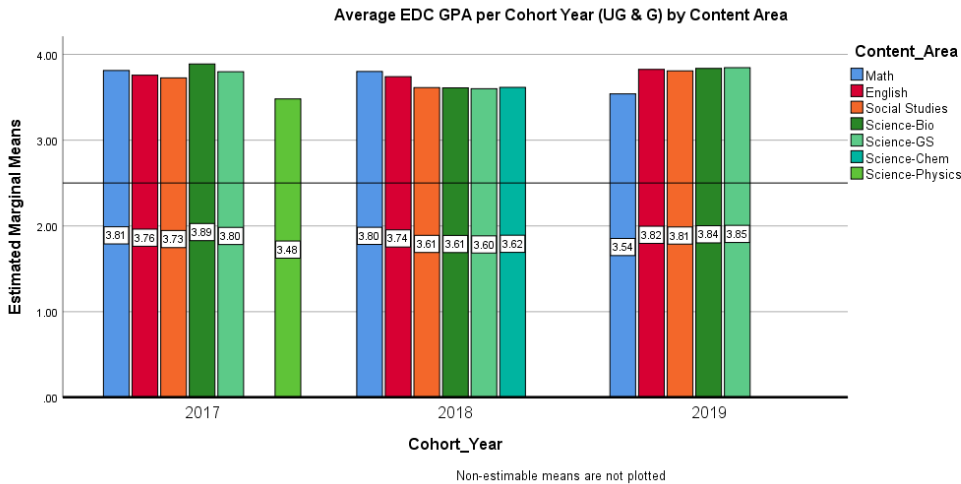


Figure 4. Average EDC GPA per Cohort Year, by Content Area

RQ1: What is the relationship between student content knowledge and performance on the Praxis II content exam? (Secondary Education Majors)

English

Across all cohort years, there was **strong statistical evidence** that, on average, students who earned higher content GPAs also scored higher on their Praxis II English content tests.

Table 3. Correlation between English GPA and Praxis II Content Score, across Cohort Years

Correlations

		UG_Content_GPA	Praxis_II_Content_Test_Score
UG_Content_GPA	Pearson Correlation	1	.430*
	Sig. (2-tailed)		.025
	N	27	27
Praxis_II_Content_Test_Score	Pearson Correlation	.430*	1
	Sig. (2-tailed)	.025	
	N	27	30

*. Correlation is significant at the 0.05 level (2-tailed).

History/Social Sciences

Across all cohort years, there was **no statistical evidence** that, on average, students who earned higher content GPAs also scored higher on their Praxis II History/Social Studies content tests.

Table 4. Correlation between History/Social Studies GPA and Praxis II Content Score, across Cohort Years

Correlations

		UG_Content_GPA	Praxis_II_Content_Test_Score
UG_Content_GPA	Pearson Correlation	1	.046
	Sig. (2-tailed)		.820
	N	27	27
Praxis_II_Content_Test_Score	Pearson Correlation	.046	1
	Sig. (2-tailed)	.820	
	N	27	27

Math

Across all cohort years, there was **moderate statistical evidence** that, on average, students who earned higher content GPAs also scored higher on their Praxis II Math content tests. The correlations did not reach statistical significance due to small sample size.

Table 5. Correlation between Math GPA and Praxis II Content Score, across Cohort Years

Correlations

		UG_Content_GPA	Praxis_II_Content_Test_Score
UG_Content_GPA	Pearson Correlation	1	.492
	Sig. (2-tailed)		.125
	N	11	11
Praxis_II_Content_Test_Score	Pearson Correlation	.492	1
	Sig. (2-tailed)	.125	
	N	11	13

Science

Across all cohort years, there was **moderate statistical evidence** that, on average, students who earned higher content GPAs also scored higher on their Praxis II Science content tests.

Table 6. Correlation between Science GPA and Praxis II Content Score, across Cohort Years

Correlations

		UG_Content_GPA	Praxis_II_Content_Test_Score
UG_Content_GPA	Pearson Correlation	1	.383
	Sig. (2-tailed)		.065
	N	24	24
Praxis_II_Content_Test_Score	Pearson Correlation	.383	1
	Sig. (2-tailed)	.065	
	N	24	36

RQ2: What is the relationship between student pedagogical knowledge and performance on the Praxis II principles of learning and teaching exam? (Secondary Education Majors)

Across all cohort years, there was **strong statistical evidence** that, on average, students who earned higher EDC GPAs also scored higher on their Praxis II PLT tests.

Table 7. Correlation between Education Core GPA and Praxis II PLT Score, across Cohort Years

Correlations

		EDC_GPA	PLT_Score
EDC_GPA	Pearson Correlation	1	.403**
	Sig. (2-tailed)		.000
	N	106	105
PLT_Score	Pearson Correlation	.403**	1
	Sig. (2-tailed)	.000	
	N	105	105

** . Correlation is significant at the 0.01 level (2-tailed).

RQ3: What is the relationship between evidence of student basic competencies (as measured by preparatory course performance) and cumulative GPAs? (All Education Majors)

Findings from these cohorts indicate that there was a **statistically strong**, positive correlation ($r = 0.41$) between students' cumulative GPA and their course grade. This is an important finding since both GPA and evidence of basic competencies are requirements for admission. However, if the two admission requirements are highly correlated, more investigation needs to be done to determine if they are indeed measuring separate aspects of an individual's knowledge. If not, we need to reexamine the requirements of both measures for admission.

Similarly, students' scores on their post-assessment were positively correlated with their GPA ($r = 0.19$), at a level of **moderate statistical evidence**. However, it is important to note here that we are only able to analyze those candidates who have been admitted to the SOE. There is a minimum GPA requirement of 2.75, though we do have a conditional acceptance pathway if they have a minimum of 2.5 GPA. This conditional acceptance option is available for those candidates who have earned 45 credits and show evidence of a rising minimum GPA towards the 2.75. When we looked at the scatter plot of these two variables (GPA and Post Test Score), there was clustering occurring towards a positive correlation. However, there was an observable outlier that will need to be further investigated.

Discussion

Based on these analyses, we have determined that, by and large, the types of content and pedagogical knowledge students develop and demonstrate in their coursework are related to their performances on the various constructs measured by the Praxis exams. This knowledge, on its own, serves as a point of validation as both the cumulative GPAs and standardized scores from the Praxis exams are intended to measure the same domains of knowledge. Though we did not present the details here, for the purposes of space and clarity, the correlations we note across years were also stable within years, hinting at the reliability of the constructs under measure, as well. One particular area of concern was the decoupling of GPA and Praxis II content knowledge performance for the History/Social Studies concentrators. This hints at a need for an evaluation of the alignment between their curriculum and the major facets of the professional exam. In summary, we note that there are moderate to strong convergences between the domains assessed in our coursework and on the Praxis professional exams. This necessitates a discussion as to our continued requirement for the use of such exams as a screening tool for student teaching and program completion.

Recommendations

Through the analysis conducted above, the team writing this report identified a few recommendations for the SOE to consider. One is that we need to consider the use of the Praxis II licensure tests as a program requirement since it appears that we are measuring the same content and pedagogical knowledge via the coursework and the Praxis II exams. Similarly, the use of assessments of basic competencies also appears to be redundant when there is also a minimum cumulative GPA requirement for admission into the SOE. Which is to say, the use of the tests as screeners may be redundant. However, before any policy changes are implemented, we recommend the following.

Begin the process to examine implications for removing licensure test requirements.

Before we eliminate the requirement for the passing of licensure tests completely from the programs, we must consider the implications on our students. While eliminating the requirement reduces the immediate burden felt by candidates, faculty, and staff, it does not remove the requirement set by the state in order to become certified. We have to ensure that we are not just deferring the requirement to outside of the program for candidates to complete on their own.

Implement targeted interventions for candidates with apparent content or pedagogical knowledge weakness. While they are enrolled in the program, we can offer more systematic supports and processes to help candidates prepare for these assessments. For example, for the 2019 and 2020 mathematics cohorts, we conducted a one-credit test preparation course as a pilot, and as a result 10 of the 11 candidates passed the Praxis II for mathematics within three attempts and several at the first attempt. Overall, candidates' first attempts scored 15-20 points higher than previous candidates who did not have the preparation course. This pilot could serve as a template for other such supports the SOE could consider offering to its candidates in response to the licensure testing requirements.

Examine demographic data of our candidates. With a change in admission policy to now show evidence of basic competencies through coursework instead of on standardized tests, we would like to examine whether our candidate pool has become more diverse. To do so we would need to collect and analyze demographic data about our student population pre and post policy change. However, we also need to be conscientious about the overall University population from which our candidate pool is drawn.

Similarly, we know nationwide, based on the literature, that licensure tests have historically kept underrepresented populations out of the teaching profession (Fenwick, 2021). However, we still need to analyze the demographic data of our candidates in relation to their passing of the Praxis II licensure exams. This should be done before any policy changes go forward.

Examine curricula associated with licensure testing. While there appears to be relationships between the content area GPAs and the Praxis II content area test scores, we need to also consider the courses candidates take as requirements for their second major for those candidates who have a double major. Currently, secondary education majors are double majors, with one major of secondary education and the other in their content area(s). Due to candidates having difficulty in passing licensure testing requirements, it may be important to investigate the requirements within those majors. For example, anecdotally, secondary mathematics candidates have expressed a disconnect between their content area major courses and the content on the licensure tests. Likewise, we can see from the data that there appears to be no statistical relationship between secondary education majors' content area GPA and their scores on the licensure test. This demonstrates a need to conduct a curriculum mapping to the topics on the Praxis II history test.

Collect and analyze attempt data and subtest scores. Investigating test-attempt data and subtest scores may assist us in supporting more candidates toward successful completion of the program. As a whole, anecdotally, candidates generally need more than one attempt at their content area Praxis II test. However, if we are systematic in how we collect and analyze content area and PLT subtest score data, this can help us to further assess candidates' areas of needs. This could then lead to targeted interventions and support.

Assess gaps in knowledge type not measured in our assessment system. One type of knowledge that we feel is missing from the licensure tests is Pedagogical Content Knowledge (PCK). This is a type of knowledge uniquely possessed by teachers and is essential in their daily practice. The secondary team is looking into ways of assessing this type of knowledge that we hope will serve as a model for the rest of the SOE. One such way of assessing PCK is by aligning the student teaching evaluation to tasks within the PCK framework (Hersey, 2018). Since this is a unit-wide assessment used in student teaching, this would be a way for all programs within the SOE to assess this type of knowledge.

Further, we have developed a Pedagogical Content Knowledge (PCK) Inventory Instrument for secondary mathematics that was created by Dr. Nicole Hersey (2018). This inventory was first used to examine the PCK development of some of our mathematics education candidates from pre-student teaching to student teaching through their first year of teaching. In future years, we plan to use this Inventory at several points: at the beginning of pre-student teaching semester, at the end of the pre-student teaching semester, and at the end of the subsequent student teaching semester. We can measure changes over time to provide an indication of each candidate's potential for growth during their first years as a professional teacher. We hope to pilot this instrument in the spring of 2022 and modify it for more systematic use with the secondary education mathematics candidates in the coming years. We then hope to be able to modify it for use in other programs.

Conclusion

Conducting this initial study as a requirement of the AAQEP self-study process has offered SOE faculty an opportunity to collaboratively take a deeper look at our assessment system to identify barriers to candidate success and potential issues with diversity, equity, social justice, and inclusion. This meaningful work in our accreditation process has highly engaged and motivated faculty to work toward continuous improvements and innovations in our teacher education programs.

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APPENDIX E: EVIDENCE OF DATA QUALITY/STANDARD 3)

Appendix E: Evidence of Data Quality Advanced Programs

Narrative on Trustworthiness and Fairness

All faculty involved in candidate **admission** are members of the program team that candidates are applying for admission. Admission decisions are based on a protocol and are made by a team rather than individual faculty. The admissions process has been reviewed and updated to ensure clarity and consistent practice. Since this revision, two admissions trainings for evaluators have taken place; a videotaped interview and admissions portfolio are each evaluated using the appropriate rubric. Results are shared and, if a wide discrepancy of ratings is evident, a clarifying discussion follows to arrive at consensus. Portfolio and interview rubrics clearly delineate expectations for admission and are shared with students. Clear guidance is also provided to candidates through Orientation Sessions to the university, regular advisement (required each semester in first year to register for classes), and admission training sessions (six per year). Complete materials (directions, application forms, protocols and rubrics) are available online at the SOE website: <http://www.uri.edu/hss/education/applicants/index.html>.

Faculty work together to calibrate scoring of assessments and come to shared understanding of rubric levels and appropriate standards-based comments. University supervisors and cooperating teachers use the same forms for observation, midterm, and final evaluation; this provides opportunity for increased assessment reliability across students. University supervisors review classroom observation data and midterm evaluations with cooperating teachers to ensure a common understanding of the candidate's performance, thereby ensuring greater reliability of final evaluations. University supervisors use multiple data points to complete the final student teacher evaluation, which is a tool to synthesize all observation data over the course of the program experience into one evaluation.

All programs use **multiple measures at each transition point**. National content standards and RIPTS have been incorporated into transition points for movement to final practicum and recommendation for certification. All programs follow this admissions training protocol. Feedback from training sessions is used to improve assessments, eliminate potential bias, and therefore increase validity e.g. review of final practicum evaluation form by faculty to modify levels of performance to align better with student teaching expectations—specifically in the areas of community involvement and parent interaction.

The SOE assessment system is grounded in what is widely considered to be “best practice” in candidate evaluation, namely a multi-method, multi-setting, multi-informant evaluation system. The system is multi-method in that candidates are evaluated in their course work performance, their practicum and internship performance, their case studies produced in both course work and during internship, and on program and national (e.g., Praxis) content knowledge tests. The system is multi-setting in that candidate work samples are evaluated across several field placements, in internship, in multiple courses, and in testing settings. And, the system involves multiple informants, including course instructors, SOE faculty, site based field supervisors, as well as self-evaluation.

Additionally, the assessment system design engenders close contact and supportive relationships between candidates and faculty, allowing for multiple opportunities for candidates to demonstrate

competency, receive feedback, and to improve knowledge, skills, and performance, if necessary. Finally, the faculty work together to make important decisions (e.g., admissions, admission to practicum, admission to internship, recommendation for licensure) based on relevant data that are linked to clearly identified evaluation rubrics, and faculty consensus. In addition, SOE applicants are apprised of the manner in which program decisions are made, and as suggested by the Joint Committee standards, data and decisions are “systematically reviewed, corrected as appropriate, and kept secure, so that accurate judgments can be made”.

The faculty actively engages in the development, revision, and trials of rubrics and protocols for assessment tools and use feedback and/or issues or concerns from stakeholders to inform changes. Programs within the SOE hold regular training for faculty and university supervisors on using the rubrics and assessments (e.g., methods block for unit plan, final clinical for assessment of candidate learning, and final practicum evaluation). This involves reviewing the levels of performance, discussing how each level is differentiated, reviewing work samples or video of teaching, and jointly scoring and adjusting to increase reliability and eliminate opportunities for bias. All programs follow this training protocol. Feedback from these sessions is used to improve assessments, eliminate potential bias, and therefore increase validity. Cooperating teachers receive formal training through two specific formats: group and individual. Individual training takes place through university supervisors.

The SOE **engages its field supervisors in review and discussions of rating forms at a field supervisor orientation** held each fall and during individual re-training during field supervision. At this meeting, rating forms are reviewed using examples/descriptions of candidate performance and behavior, and discussed with the field supervisors. In addition, the Director of the Office of Teacher Education, responsible for field experience placements, is “on-call” to the site supervisors for answering questions/concerns about ratings/evaluations of candidates.

School of Education: Evaluation Discrepancy Policy

The School of Education (SOE) employs a multitude of methods to ensure fair, accurate, and consistent evaluations of a candidate's progress at all transition points. At each transition point, candidates are evaluated through multiple measures by several university representatives: faculty, advisors, university supervisors, and/or clinical educators. All university representatives have been trained to follow procedures to ensure fair, accurate, and consistent candidate evaluations (see artifact S3.5C5_ConsistentEvaluation_Narrative on Reliability Validity.pdf). While discrepancies infrequently occur amongst university representatives, it is imperative that SOE follow a procedural policy for such instances to ensure that candidates receive a fair evaluation.

When a discrepancy in candidate evaluation occurs, the matter is handled in a way that is reflective of the situation. All university representatives are engaged in these discussions.

- **Previous Admissions Procedure:** After an initial academic review of a candidate's qualifications by the Office of Teacher Education (OTE), OTE recommends the candidate to the program for an interview and portfolio review. Between 2-4 program faculty and advisors review candidate portfolio documents and interview performances based on the interview and portfolio protocols and rubrics. When a discrepancy occurs during the admissions process, program faculty and advisors consult the admissions rubrics together to resolve the issue. Program leaders, as well as the director of the SOE and the director of OTE, are consulted when appropriate.
- **Field Experience Evaluations:** Throughout all field experiences, a university supervisor continually communicates with the clinical educator to ensure that consistent and fair evaluations of the candidate's performance are reported. This communication can occur through meetings, phone calls, and emails. Because of this regular communication, inconsistent evaluations between the clinical educator and the university supervisor are detected early in the semester. In these rare instances, the university supervisor consults with the clinical educator to discuss the evaluation in question and to review expectations of the candidate. Program leaders, as well as the director of the SOE and the director of OTE, are consulted when appropriate.

The collaborative nature of the SOE evaluation process allows for rich discussions between program faculty, advisors, clinical educators, and the candidate, with the goal of providing relevant, consistent, and timely feedback to the candidate.

Narrative on Bias

Specific protocols are followed to increase assessment system validity, reliability and to eliminate potential sources of bias. In developing, implementing, and evaluating its student performance evaluation systems, the School of Education assessment system is guided by the Student Evaluation Standards of the Joint Committee on Standards for Educational Evaluation (<http://www.jcsee.org/>), which is provided as an Appendix to this narrative. Briefly, the standards emphasize that candidate evaluation should be conducted mindful of the well-being of the candidates being evaluated as well as of the public/others affected by the evaluation; that candidate evaluations should be useful, informative, and influential in improving candidate performance; that evaluations should be feasible—that is, doable and appropriately supported; and, that evaluations will produce accurate information (i.e., sound information that leads to justifiable conclusions and follow up actions).

Specific actions taken to reduce sources of bias include:

- using heterogeneous sets of assessment writers and editors during task development and revision
- using examiners familiar to the examinees, such as field supervisors, university advisors and program faculty
- making assessment situations similar to the learning situation, such as the unit plan assessment, which is similar to the unit planning used during the internship
- providing repeated practice tests or performance assessments with feedback, such as support for the PPST, Praxis II, and University Supervisor Observations 1, 2, 3, which is the same protocol for Cooperating Teacher Observations.
- using objectively scorable measures, such as the PPST, Praxis II series as well as criterion-referenced performance assessments with rubrics.
- training personnel to make legitimate generalizations from test scores as noted in the training protocol outlined in 1.05.
- specifying the intended use of scores to candidates (e.g., program admission, course grade, advancing to student teaching, program exit, etc.).

Narrative on Dispositions

University of Rhode Island teacher candidates are expected to demonstrate each of the Rhode Island Professional Teacher Standards throughout the program. The RIPTS linked directly to dispositions are Standard 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals, and Standard 11: Teachers maintain professional standards guided by legal and ethical principles.

Prospective applicants are guided to review the RIPTS in UC advisement sessions with professional education faculty, our Diversity Vision, and the Core Beliefs of URI's School of Education prior to admission. Prior to student teaching, candidates review the Teacher Education Student Teaching Handbook in which the roles and expectations for teacher candidate dispositions are described.

Previously, teacher candidates completed an admission portfolio and interview that helped faculty to assess dispositions upon admission. During the teacher education program, candidates' dispositions in these areas are developed and assessed in key tasks such as the unit planning task, the informal and formal assessment of student learning, student teaching observations, and the final student teaching evaluations completed by the university supervisor and cooperating teacher.

All initial license candidates met or exceeded standards on disposition assessments related to RIPTS Standard 10 & 11: exhibit commitment to learning about changes in content discipline and model commitment to lifelong learning for 2017-2019.

Teacher Partners Meeting on Impact Assessments

Faculty and district partners collaborated to review our program impact assessments during the 2018-2019 academic year to assure we are in sync with the AAQEP standard regarding impact and engagement with multiple stakeholders,, as well as respond to PREP-RI feedback on student impact assessments. We have developed a three-scaffolded assignment sequence for every program assessing student impact during key points in the program. We are now focusing on professional dispositions.

Work in this area was paused for the 2020-2021 academic year due to the pandemic. During the 2021-2022 academic year we will research, review, and adopt a reliable and valid dispositional rubric to measure dispositions throughout the program, culminating with a summative evaluation during the student teaching experience.

APPENDIX: Student Evaluation Standards

From: 2012 Joint Committee on Standards for Educational Evaluation

Standard Statements

Propriety Standards

The propriety standards help ensure that student evaluations will be conducted legally, ethically and with due regard for the well-being of the students being evaluated and other people affected by the evaluation results.

P1 Service to Students Evaluations of students should promote sound education principles, fulfillment of institutional missions, and effective student work, so that educational needs of students are served.

P2 Appropriate Policies and Procedures Written policies and procedures should be developed, implemented, and made available, so that evaluations are consistent, equitable, and fair.

P3 Access to Evaluation Information Access to student's evaluation information should be provided, but limited to the student and others with established legitimate permission to view the information, so that confidentiality is maintained and privacy protected.

P4 Treatment of Students Students should be treated with respect in all aspects of the evaluation process, so that their dignity and opportunities for educational development are enhanced.

P5 Rights of Students Evaluations of student should be consistent with applicable laws and basic principles of fairness and human rights, so that students' rights and welfare are protected.

P6 Balanced Evaluation Evaluations of students should provide information that identifies both strengths and weaknesses, so that strengths can be built upon and problem areas addressed.

Utility Standards

The utility standards help ensure that student evaluations are useful. Useful student evaluations are informative, timely, and influential.

- **U1 Constructive Orientation** Student evaluations should be constructive, so that they result in educational decisions that are in the best interest of the student.
- **U2 Defined Users and Uses** The users and uses of a student evaluation should be specified, so that evaluation appropriately contributes to student learning and development.
- **U3 Information Scope** The information collected for student evaluations should be carefully focused and sufficiently comprehensive, so that evaluation questions can be fully answered and the needs of students addressed.
- **U4 Evaluator Qualifications** Teachers and others who evaluate students should have the necessary knowledge and skills, so that evaluations are carried out competently and the results can be used with confidence.
- **U5 Explicit Values** In planning and conducting student evaluations, teachers and others who evaluate students should identify and justify the values used to judge student performance, so that the bases for the evaluations are clear and defensible.
- **U6 Effective Reporting** Student evaluation reports should be clear, timely, accurate, and relevant, so that they are useful to students, their parents/guardians, and other legitimate users.

- **U7 Follow-Up** Student evaluations should include procedures for follow-up, so that students, parents/guardians, and other legitimate users can understand the information and take appropriate follow-up actions.

Feasibility Standards

The feasibility standards help ensure that student evaluations can be implemented as planned. Feasible evaluations are practical, diplomatic, and adequately supported.

- **F1 Practical Orientation** Student evaluation procedures should be practical, so that they produce the needed information in efficient, nondisruptive ways.
- **F2 Political Viability** Student evaluations should be planned and conducted with the anticipation of questions from students, their parents/guardians, and other legitimate users, so that their questions can be answered effectively and their cooperation obtained.
- **F3 Evaluation Support** Adequate time and resources should be provided for student evaluations, so that evaluations can be effectively planned and implemented, their results fully communicated, and appropriate follow-up activities identified.

Accuracy Standards

The accuracy standards help ensure that a student evaluation will produce sound information about a student's learning and performance. Sound information leads to valid interpretations, justifiable conclusions, and appropriate follow-up.

- **A1 Validity Orientation** Student evaluations should be developed and implemented, so that interpretations made about the performance of a student are valid and not open to misinterpretation.
- **A2 Defined Expectations for Students** The performance expectations for students should be clearly defined, so that evaluation results are defensible and meaningful.
- **A3 Context Analysis** Student and contextual variables that may influence performance should be identified and considered, so that a student's performance can be validly interpreted.
- **A4 Documented Procedures** The procedures for evaluating students, both planned and actual, should be described, so that the procedures can be explained and justified.
- **A5 Defensible Information** The adequacy of information gathered should be ensured, so that good decisions are possible and can be defended and justified.
- **A6 Reliable Information** Evaluation procedures should be chosen or developed and implemented, so that they provide reliable information for decisions about the performance of a student.
- **A7 Bias Identification and Management** Student evaluations should be free from bias, so that conclusions can be fair.
- **A8 Handling Information and Quality Control** The information collected, processed, and reported about students should be systematically reviewed, corrected as appropriate, and kept secure, so that accurate judgments can be made.
- **A9 Analysis of Information** Information collected for student evaluations should be systematically and accurately analyzed, so that the purposes of the evaluation are effectively achieved.
- **A10 Justified Conclusions** The evaluative conclusions about the student performance should be explicitly justified, so that the students, their parents/guardians, and others can have confidence in them.
- **A11 Metaevaluation** Student evaluation procedures should be examined periodically using these and other pertinent standards, so that mistakes are prevented or detected

and promptly corrected, and sound student evaluation practices are developed over time.