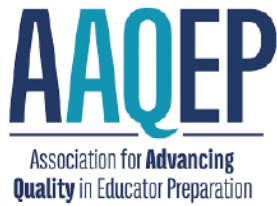




THE
UNIVERSITY
OF RHODE ISLAND

ALAN SHAWN FEINSTEIN
COLLEGE OF EDUCATION
AND PROFESSIONAL STUDIES



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



INTRODUCTION

Initial Certification Programs included in this QAR	Undergraduate	Post-Baccalaureate	Potential Additional Certifications
Early Childhood Education PK-2	BS	TCP	TESOL, BDL
Elementary Education 1-6	BA	MA TCP	TESOL, BDL, middle level, special education
Health Education and Physical Education PK-12	BS	MA TCP	TESOL, BDL
Music Education PK-12	BM	MOM	TESOL, BDL
School Library Media PK-12	n/a	MLIS	TESOL, BDL
Secondary Education (English/Language Arts, Mathematics, Science, Social Studies/History) 7-12	BA/BS	MA TCP	TESOL, BDL, middle level
World Language Education PK-12			

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 College of Education and Professional Studies 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

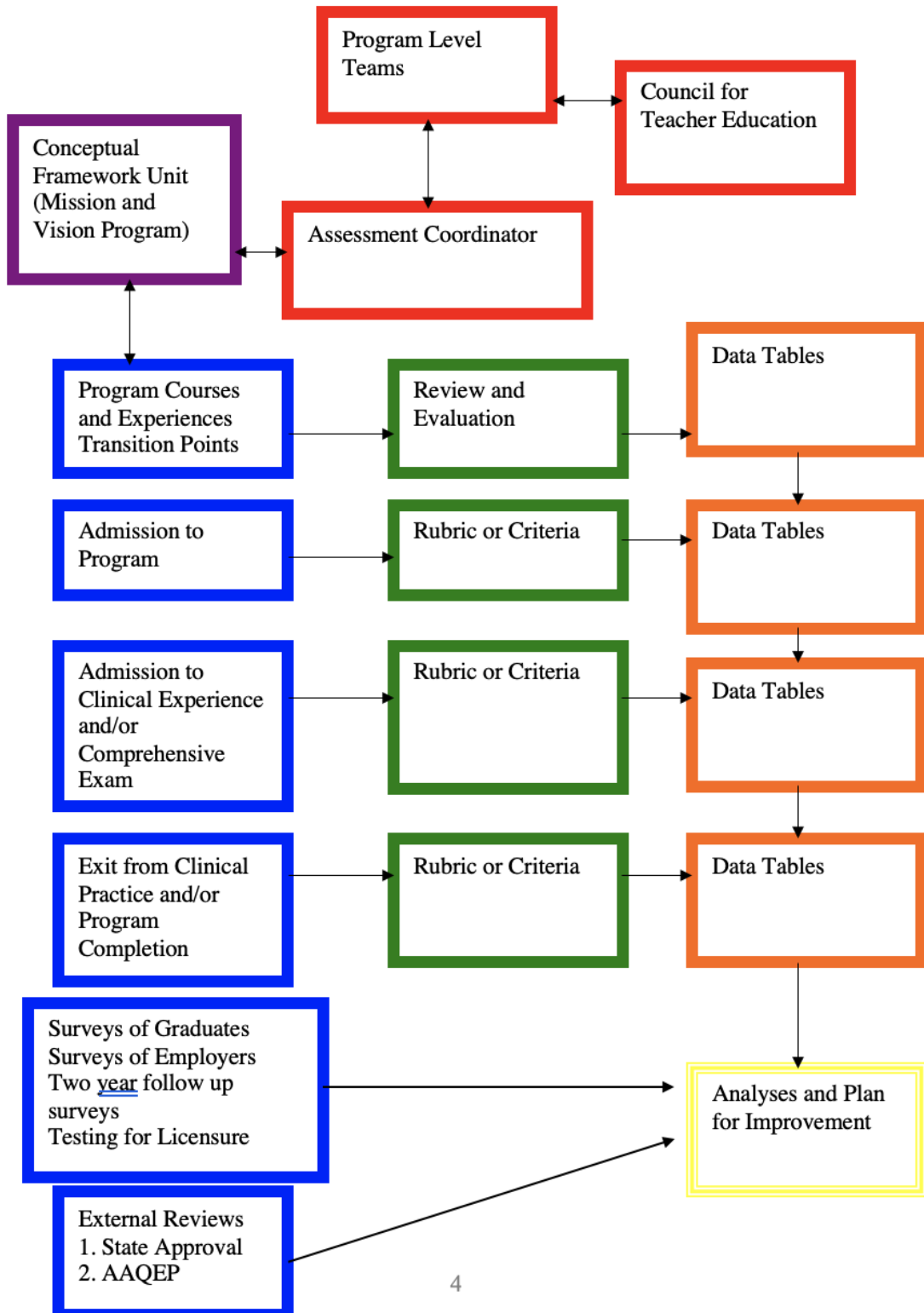
<i>Name of Assessment</i>	<i>Type or Form of Assessment</i>	<i>When the Assessment Is Administered</i>	<i>Attachments</i>		
			<i>Assessment</i>	<i>Scoring Guides/ Criteria</i>	<i>Data Table</i>
1. Licensure assessment, or other content-based assessment					
2. Content-based assessment					
3. Assessment 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:

Initial certification is offered at both the undergraduate and graduate levels. At the undergraduate level, candidates pursue degrees in early childhood education, elementary education, secondary education (English/Language Arts, Mathematics, Science, and Social Studies/History), world languages K-12, music education K-12, and physical/health education K-12. Initial certification is also offered at the graduate level in the above areas, for those who already have a baccalaureate degree in relevant fields. These represent our MATCP (Master's with Teacher Certification) programs. These candidates complete the same licensure requirements as the undergraduates, and have the option to complete the MA during and/or after the licensure requirements.

Certification for school library media specialist (initial license), is offered at the graduate level. The unit also offers an extended certification for middle level education and an ESL extended certification.

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

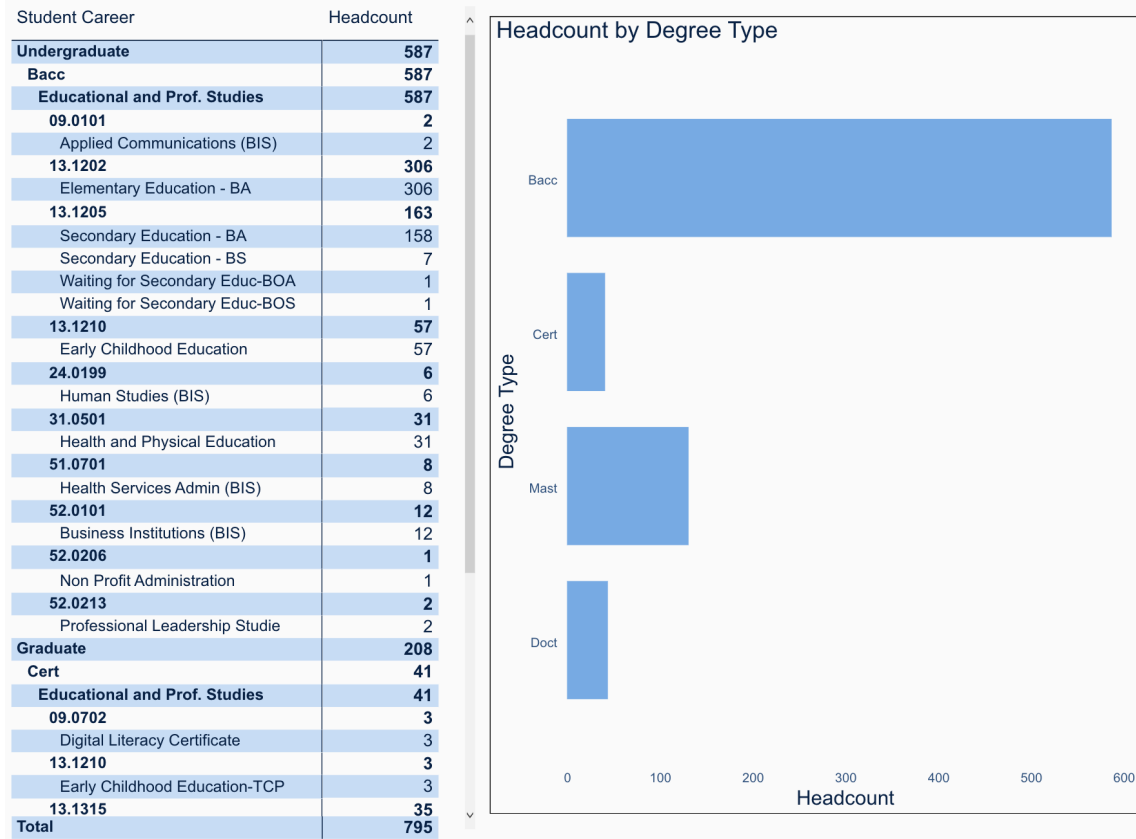


Table 3b. Alan Shawn Feinstein College of Education Graduate Enrollment Fall 2020

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 FTE ³	CRD HR ¹	CREDIT HR PER FTE	STU:FAC RATIO ²
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). Program faculty mainly wrote the aspects of standard 1A though 1F.

Table 7 Summary of the Participants

	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

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

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Standard 1A

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[Elementary Education 1A](#)

[Health and Physical Education 1A](#)

[Music Education 1A](#)

[School Library Media 1A](#)

[Secondary Education and World Languages 1A](#)

THE CASE FOR STANDARD ONE: CANDIDATE/COMPLETER PERFORMANCE

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 initial programs: Early Childhood Education (PK-2), Elementary Education (1-6), Health and Physical Education (including the Adapted Physical Education certification extension) (K-12), Music Education (K-12), School Library Media (K-12), Secondary Education (7-12), and World Languages (K-12). These programs offer initial certification at both the undergraduate and graduate levels (TCP and MA-TCP). Both certification tracks complete the same courses and critical benchmark tasks for initial licensure. MA-TCP candidates have the option to complete the education master's during, and/or after, the completion of the licensure requirements, but the licensure requirements are identical for both tracks. Data is presented for each aspect of standard 1 separately by program, beginning with standard 1A. Given the length of each aspect response, the narratives are separated by aspect to function more efficiently as electronic web-based documents.

[Early Childhood 1A](#)

1a. Content Knowledge

Early Childhood Education Program completers' content knowledge was analyzed using (1) both Education of Young Children Test (#5024) and the Early Childhood Education Test (#5025) outcome data and (2) content-course performances (GPAs) from the 2017, 2018, and 2019 student teaching cohorts.

Content knowledge based on the Praxis II Tests:

Data Overview: All program completers from 2017 (N = 18), 2018 (N = 11) and 2019 (N = 12) passed the required tests for the RI ECE teacher certification. This test score assessment report includes a returning student in the ST 2017 cohort and a candidate who passed the test in 2016 (ST 2017) but left the program. Thus, a total of 40 candidates passed the content tests successfully in the date range analyzed. Test data include all subjects.

A passing rate of 100% was attained on both tests (#5024 and #5025) for all three years. The School of Education requires candidates to pass the content tests prior to their student teaching. All candidates for cohorts 2017-2019 took the early childhood tests (#5024 & #5025), with some taking the Elementary Education tests before their student teaching. This means that the URI ECE course sequences, in terms of content areas, are well developed to support the candidates in preparing for the test and student teaching in order for them to effectively implement/practice the content knowledge they have learned from the program during their student teaching.

Data interpretation: For the 2017 and 2018 cohort, the candidates' test scores both in Education of Young children (#5024) and Early Childhood Education (#5025) are above the national average among the ST 2017-2019 program completers. For the 2017 cohort, the #5024 test scores ($M = 169.83$, $SD = 8.93$) ranged from 160 to 194, approximately 1 point higher than the national average of 169 ($SD = 5.4$). The #5025 scores ($M = 172.11$, $SD = 9.11$) range from 156 to 189, about 2 points higher than the national average of 170 ($SD = 5.6$). For the 2018 cohort, the #5024 test scores ($M = 173.70$, $SD = 8.26$) ranged from 166 to 187, approximately 5 points higher than the national average of 169 ($SD = 5.4$). The #5025 scores ($M = 174.30$, $SD = 9.33$) ranged from 157 to 186, about 2 points higher than the national average of 170 ($SD = 5.6$). Overall, both 2017 and 2018 program completers scored 10 to 25 points higher than the cut-off points on average.

The 2018 cohort scored higher on both tests compared to the previous cohort. For the 2019 cohort, the #5024 test scores ($M = 174.1$, $SD = 7.32$) ranged from 164 to 185, approximately 5.1 points higher than the national average of ($M = 169$, $SD = 5.3$). The #5025 test scores ($M = 176.36$, $SD = 8.01$) ranged from 156 to 187, approximately 3.39 points higher than the national average of 171 ($SD = 5.5$).

Among 11 subtests in #5024, the ST 2017 candidates excelled in two content areas: (1) Content Pedagogy and Knowledge and (2) Childhood Development and Learning. Among the sub-content areas in #5025, all three cohorts out excelled in Language and Literacy and excelled in Math and Science. Overall, the test outcomes (#5024 & #5025) indicated the ST 2017, ST 2018, and ST 2019 candidates met and/or exceeded the National Association for the Education of Young Children (NAEYC) standards. Especially the outcomes of the Praxis II (#5025) supported the candidates' knowledge in subjects and child development and learning. This outcome reflects a strong knowledge background in child development and consistent enhancement through the systematic offering of content courses in the program.

Early Childhood Education Licensure Exam Data 2017

Test	# of Candidates	Range	Mean	SD
Early Childhood Education #5025	18	156-189	171.51	8.75
Subtests				
Language and Literacy	18	21-26	23.41	1.94
Mathematics	18	11-24	18.06	3.42
Social Studies	18	8-12	10.53	1.18
Science	18	8-13	10.65	1.69
Health and PE; Creative Arts	18	11-16	13.82	1.63
Test	# of Candidates	Range	Mean	SD
Education of Young Children 5024	18	160-194	169.94	8.70
Subtests				
Childhood Development and Learning	18	10-20	15.65	2.40
Observation, Documentation, and Assessment	18	9-15	11.76	1.92
Developmentally Appropriate Practices	18	10-14	12.35	1.37
Professionalism, Family, and Community	18	10-15	12.24	1.39
Content Pedagogy and Knowledge	18	19-28	22.59	2.55
Knowledge of Teaching	18	8-18	13.88	2.55

Early Childhood Education Licensure Exam Data 2018

Test	# of Candidates	Range	Mean	SD
Early Childhood Education 5025	11	157-187	173.2	9.7
Subtests				
Language and Literacy	11	19-29	23.5	3.34
Mathematics	11	16-21	18.3	2.31
Social Studies	11	8-13	10.2	1.81
Science	11	9-13	10.2	1.32
Health and PE;Creative Arts	11	13-16	13.7	1.49
Test	# of Candidates	Range	Mean	SD
Education of Young Children 5024	11	160-187	173.7	9.56
Subtests				
Childhood Development and Learning	11	13-19	15.6	2.22
Observation, Documentation, and Assessment	11	8-13	11.2	2.20
Developmentally Appropriate Practices	11	9-15	11.4	1.78
Professionalism, Family, and Community	11	12-15	13.4	.97
Content Pedagogy and Knowledge	11	18-27	21.7	3.33
Knowledge of Teaching	11	11-18	15.5	2.17

Early Childhood Education Licensure Exam Data 2019

Test	# of Candidates	Range	Mean	SD
Early Childhood Education 5025	12	156-184	177.02	7.83
Subtests				
Language and Literacy	12	20-29	24.33	3.64
Mathematics	12	16-23	20.56	2.46
Social Studies	12	9-13	11	1.22
Science	12	9-13	11.11	1.45
Health and PE;Creative Arts	12	13-16	14.5	1.32

Test	# of Candidates	Range	Mean	SD
Education of Young Children 5024	12	164-185	174.1	7.38
Subtests				
Childhood Development and Learning	12	15-19	16.6	1.26
Observation, Documentation, and Assessment	12	10-15	13	1.56
Developmentally Appropriate Practices	12	9-14	12.6	1.58
Professionalism, Family, and Community	12	9-14	12	1.41
Content Pedagogy and Knowledge	12	18-26	21.9	2.77
Knowledge of Teaching	12	12-18	15	1.94

Content knowledge based on the core course GPAs:

This assessment examines candidates' grades in all required Early Childhood Certification courses. All candidates are required to have a minimum grade point average (GPA) of 2.5 in the eight certification program courses/practica in order to continue in the Early Childhood Education Program. The data for this assessment represent students in both the bachelor's and the Teacher Certification Program (TCP).

Early Childhood Education candidates obtain a bachelor's degree in science and certification in grades preschool to 2nd grade. Candidates apply to the certification program during the spring semester of their sophomore year. One of the entry requirements is a minimum GPA of 2.75 at the time the program application is submitted. Candidates must maintain a minimum GPA of 2.5 in order to remain enrolled in the program. If students do not maintain the minimum GPA, they are placed on program probation, and may not student-teach the following semester. At the conclusion of the one-semester probation, candidates must increase the GPA to at least the mandatory 2.5. Candidates who fail to adequately improve the GPA after the probationary period face program dismissal. Additionally, candidates must earn a grade of C (or S) or higher in the following courses: HDF 203, HDF 305, HDF 420, HDF 455, EDC 301, EDC 303, EDC 350, EDC 402, EDC 424, EDC 426, EDC 484, and EDC 485. Candidates must re-take any of these eight courses for which a C or higher grade is not attained.

For each cohort of students who are accepted into the Early Childhood Program, the overall GPA, the Education GPA, and the Specialization GPA are calculated. The Office of Teacher Education is responsible for annually collecting all three GPAs for each of our students and distributing this information to the Early Childhood Education faculty members. As a result of this systematic collection and distribution process, candidates are subsequently monitored and advised more effectively. In addition, this collection and distribution of GPA information enables faculty members to conduct ongoing analyses of the extent of candidates' mastery of the concepts and skills that are taught in the certification courses.

Data overview: In the three years that are presented, ST 2017, ST 2018 and ST 2019, a total of 41 candidates completed the Early Childhood Education program. In 2017 the program had 18 completers; in 2018, the program had 11 completers; and in 2019 the program had 12

completers. For the purposes of this assessment, candidates' GPAs in the 8 certification program courses and practica, totaling 26 credits, are analyzed and discussed.

Data Interpretation: Including new courses, HDF 305, EDC 421 (formerly HDF 420), and EDC 461 (formerly HDF 455) which were added to the ECE curriculum since the 2012 NAEYC review, the URI ECE program has enhanced the ECE candidates' content knowledge and skills required to teach children birth through 2nd grade. With an enhanced curriculum, the ST 2017, ST 2018, and ST 2019 program completers met or exceeded the NAEYC standards, meeting the licensure expectation. For the 2017 candidates, the core course GPA varies, ranging 2.92/4 to 4/4. All candidates met or exceeded the minimum GPA of 2.5, meeting the program expectation. High expectations of the ECE course requirements led some of the candidates to lower their overall GPAs, but all candidates received a C or higher in all core courses with an average cohort GPA of 3.47. For the 2018 candidates, their overall GPA varied, ranging from 2.65/4 to 3.87/4. For the 2019 program, completers excelled in content knowledge based on their GPAs ranging from 2.87/4 to 4/4 with an average of 3.38.

Overall, the ST 2017, ST 2018 and ST 2019 candidates successfully completed the degree with an average of 3.45, meeting the minimum GPA requirement (for the program and degree) of 2.5 or higher. Except for 2 candidates, all candidates achieved a GPA of 2.75 or higher in the core ECE courses. Among them, 95% of the candidates achieved a GPA of 3.0 or higher, thereby meeting the team's goal of candidates' exceeding the minimum 2.5 GPA required for the program. About 51% achieved a GPA of 3.5 or higher. Three of the candidates in the group of 41 total students earned a GPA of 4.0 for their 26 credits, representing all 10 certification courses/practica.

These very high percentages of candidates exceeding the minimum GPA requirement of 2.5 indicate that our Early Childhood Education program is successful in teaching the concepts and skills necessary for our students to perform at very high levels in challenging and work-intensive certification courses and related practica.

Early Childhood Content GPA			
2017			
# of Candidates	Range	Mean	SD
18	2.92-4	3.47	0.34
2018			
# of Candidates	Range	Mean	SD
11	2.65-3.87	3.5	0.41
2019			
# of Candidates	Range	Mean	SD
12	2.87-4	3.38	0.36

1a. Pedagogical Knowledge

Early Childhood Education Program completers' pedagogical knowledge was analyzed using (1) data from the three method courses and (2) the Praxis test scores in #5024: Education of Young Children (pedagogical knowledge) from the 2017, 2018, and 2019 student teaching cohorts.

Through EDC 301 (Method I) and EDC 303 (Method II) courses, the ECE candidates develop pedagogical content knowledge and skills necessary for them to plan integrated activity plans and a unit lesson. Ratings of general pedagogical knowledge (EDC 301), pedagogical knowledge and skills in math and science (EDC 303) and social studies and literacy development (EDC 426) were reviewed to assess the candidates' pedagogical knowledge reflected in their lesson plan Taskstream assignment.

Pedagogical Method Courses (3): EDC 301, 303, & 426

EDC 301 general pedagogical planning (implemented for the first time for the 2019 cohort) comprises 6 sub-criteria (content, context, process, teaching and facilitating, additional opportunities, family component, and RIPTS and NAEYC professional standards) and a criterion on writing quality. This performance report presents candidates' general pedagogical knowledge in early childhood education and their skills in application. EDC 303 integrated activity plan evaluations show the candidates' pedagogical knowledge in math and science in their integrated activity plan and implementation across 6 sub-criteria used in EDC 301 for the general early childhood program pedagogical knowledge.

While taking Method course III, EDC 426, the ECE candidates create and implement a thematic, integrated, content area unit plan containing an overview, unit goals, unit lessons, a summative evaluation of intended student learning, and a culminating assessment.

Data overview: Data report includes a total of 11 program completers from ST 2019 (*N* = 11) for general pedagogical knowledge, 41 completers from three cohorts for pedagogical knowledge in math and science (EDC 303) and literacy development and social studies (EDC 426).

Ratings of the thematic unit plan (EDC 426) were collected in the fall prior to the final student teaching in spring for 17 students, 10 students and 13 students, slotted for student teaching in Spring 2017, Spring 2018, and 2019, respectively. One of ST 2018 candidates was not included in this analysis due to a different track taken by the candidate. A total of 40 submitted a unit plan and were evaluated by their supervisor prior to the semester close. In addition, ST 2017 candidates were also evaluated by the NAEYC Unit Plan Addendum, as the ECE program moved to the three planning task sequences reflecting the State of RI recommendation since Spring of 2017. The old NAEYC Addendum data is only available for ST 2017 candidates.

Data Interpretation: ECE candidates showed an average of 4.53/5 (90.67%) in general ECE pedagogical knowledge (EDC 301: only 2019 data); an average of 4.56/5 (91.19%) in pedagogical knowledge and skills in math and science (EDC 303); and average of 4.53/5 (90.63%) in literacy development and social studies(EDC 426).

Early Childhood HDF/EDC 301(Teaching Methods I) General Pedagogical Planning Data (2019)

Rubric Criteria	Cohort	Authors evaluated	Avg for Group	Median for Group	Standard Deviation for Group
Content	2017-2019 Early Childhood Education	11	1.89/2	2	0.24
Context	2017-2019 Early Childhood Education	11	1.88/2	2	0.19

Process	2017-2019 Early Childhood Education	11	1.71/2	1.7	0.19
Teaching and Facilitating	2017-2019 Early Childhood Education	11	1.81/2	2	0.26
Additional Opportunities	2017-2019 Early Childhood Education	11	1.82/2	2	0.25
Family Component	2017-2019 Early Childhood Education	11	1.73/2	2	0.36
RIPTS and NAEYC Standards	2017-2019 Early Childhood Education	11	1.87/2	2	0.27
Grammar, Spelling and Punctuation	2017-2019 Early Childhood Education	11	1.77/2	2	0.48
Average of 8 Criterion Average			1.81/2 90.5%		

Early Childhood HDF 303 (Teaching Methods II) Integrated Activity Plan Math/Science Data

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	Standard Deviation for Group
Content	2015-2017 Early Childhood Education	18	4.75/5	5	0.4
Context	2015-2017 Early Childhood Education	18	4.66/5	4.75	0.4
Process	2015-2017 Early Childhood Education	18	4.47/5	4.5	0.44
Teaching and Facilitating	2015-2017 Early Childhood Education	18	4.63/5	5	0.56
Additional Opportunities	2015-2017 Early Childhood Education	18	4.47/5	4.5	0.39
Family Component	2015-2017 Early Childhood Education	18	4.39/5	4.38	0.55
RIPTS and NAEYC Standards	2015-2017 Early Childhood Education	18	4.67/5	5	0.44
Content	2016-2018 Early Childhood Education	11	4.86/5	5	0.22
Context	2016-2018 Early Childhood Education	11	4.83/5	5	0.35

Process	2016-2018 Early Childhood Education	11	4.61/5	4.75	0.47
Teaching and Facilitating	2016-2018 Early Childhood Education	11	4.78/5	4.75	0.2
Additional Opportunities	2016-2018 Early Childhood Education	11	4.33/5	4.5	0.71
Family Component	2016-2018 Early Childhood Education	11	4.28/5	4	0.4
RIPTS and NAEYC Standards	2016-2018 Early Childhood Education	11	4.44/5	5	0.73
Content	2017-2019 Early Childhood Education	12	4.45/5	4.3	0.51
Context	2017-2019 Early Childhood Education	12	4.36/5	4.75	0.72
Process	2017-2019 Early Childhood Education	12	4.42/5	4.3	0.46
Teaching and Facilitating	2017-2019 Early Childhood Education	12	4.69/5	5	0.48
Additional Opportunities	2017-2019 Early Childhood Education	12	4.33/5	4.45	0.75
Family Component	2017-2019 Early Childhood Education	12	4.31/5	4.3	0.54
RIPTS and NAEYC Standards	2017-2019 Early Childhood Education	12	4.49/5	4.6	0.54
Average of 21 Criterion Average			4.53/5 (90.70%)		

Early Childhood EDC 426 ((Teaching Methods III) Integrated Activity Plan Literacy/Social Studies

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	Standard Deviation for Group
Relevance to the School Curriculum and Grade Level/Span Expectations	2015-2017 Early Childhood Education	18	4.18/5	4	0.73
Professional Pedagogy and Content Standards	2015-2017 Early Childhood Education	18	4.47/5	4	0.51

Relevance of Goals to Content	2015-2017 Early Childhood Education	18	4.65/5	5	0.49
Content Knowledge	2015-2017 Early Childhood Education	18	4.71/5	5	0.47
Prior Knowledge, Motivation, and Interest	2015-2017 Early Childhood Education	18	3.88/5	4	0.49
Addressing Students' Needs	2015-2017 Early Childhood Education	18	4.29/5	4	0.77
Technology Use	2015-2017 Early Childhood Education	18	4.59/5	5	0.8
Use of Materials and Resources	2015-2017 Early Childhood Education	18	4.76/5	5	0.66
Cognitive and Performance Skills	2015-2017 Early Childhood Education	18	4.76/5	5	0.44
Assessment Strategies	2015-2017 Early Childhood Education	18	3.29/5	3	0.77
Spelling and Grammar	2015-2017 Early Childhood Education	18	3.82/5	4	0.88
Relevance to the School Curriculum and Grade Level/Span Expectations	2016-2018 Early Childhood Education	11	4.27/5	5	1.01
Professional Pedagogy and Content Standards	2016-2018 Early Childhood Education	11	4.73/5	5	0.47
Relevance of Goals to Content	2016-2018 Early Childhood Education	11	4.73/5	5	0.47
Content Knowledge	2016-2018 Early Childhood Education	11	5.00/5	5	0
Prior Knowledge, Motivation, and Interest	2016-2018 Early Childhood Education	11	5.00/5	5	0
Addressing Students' Needs	2016-2018 Early Childhood Education	11	4.82/5	5	0.4
Technology Use	2016-2018 Early Childhood Education	11	4.73/5	5	0.47
Use of Materials and Resources	2016-2018 Early Childhood Education	11	4.91/5	5	0.3
Cognitive and Performance Skills	2016-2018 Early Childhood Education	11	4.91/5	5	0.3

Assessment Strategies	2016-2018 Early Childhood Education	11	4.09/5	4	0.83
Spelling and Grammar	2016-2018 Early Childhood Education	11	4.64/5	5	0.67
Relevance to the School Curriculum and Grade Level/Span Expectations	2017-2019 Early Childhood Education	12	4.40/5	5	0.84
Professional Pedagogy and Content Standards	2017-2019 Early Childhood Education	12	4.90/5	5	0.32
Relevance of Goals to Content	2017-2019 Early Childhood Education	12	4.40/5	4	0.52
Content Knowledge	2017-2019 Early Childhood Education	12	4.70/5	5	0.48
Prior Knowledge, Motivation, and Interest	2017-2019 Early Childhood Education	12	4.60/5	5	0.52
Addressing Students' Needs	2017-2019 Early Childhood Education	12	4.90/5	5	0.32
Technology Use	2017-2019 Early Childhood Education	12	4.70/5	5	0.48
Use of Materials and Resources	2017-2019 Early Childhood Education	12	4.70/5	5	0.48
Cognitive and Performance Skills	2017-2019 Early Childhood Education	12	4.90/5	5	0.32
Assessment Strategies	2017-2019 Early Childhood Education	12	4.10/5	4.5	0.99
Spelling and Grammar	2017-2019 Early Childhood Education	12	4.30/5	4	0.67
Average of 33 Criterion Average			4.54/5 (90.81%)		

Praxis #5024: Education of Young Children

The pedagogical knowledge reflected on the Praxis #5024, Education of Young Children which was designed to gauge teacher candidates' knowledge about pedagogy and content. This test was aligned with the National Standards for the Education of Young Children Standards for Early Childhood professional Preparation and the Common Core Standards. It is based on a teaching approach that maximizes child learning in a wide range of child development and education. For the 2017 cohort, the #5024 test scores ($M = 169.83$, $SD = 8.93$) ranged from 160 to 194, approximately 1 point higher than the national average of 169 ($SD = 5.4$). For the 2018 cohort,

the 5024 test scores ($M = 173.70$, $SD = 8.26$) ranged from 166 to 187, approximately 5 points higher than the national average of 169 ($SD = 5.4$).

Overall, based on the data from the candidates' performance in pedagogical knowledge and Praxis Test scores on #5024, all candidates met the program expectations with higher average test scores than the national averages for all three cohorts.

2017				
Test	# of Candidates	Range	Mean	SD
Education of Young Children 5024	18			
Subtests				
Childhood Development and Learning	18	10-20	15.65	2.4
Observation, Documentation, and Assessment	18	9-15	11.76	1.92
Developmentally Appropriate Practices	18	10-14	12.35	1.37
Professionalism, Family, and Community	18	10-15	12.24	1.39
Content Pedagogy and Knowledge	18	19-28	22.59	2.55
Knowledge of Teaching	18	8-18	13.88	2.55
2018				
Test	# of Candidates	Range	Mean	SD
Education of Young Children 5024	11	160-187	173.7	9.56
Subtests				
Childhood Development and Learning	11	13-19	15.6	2.22
Observation, Documentation, and Assessment	11	8-13	11.2	2.20
Developmentally Appropriate Practices	11	9-15	11.4	1.78
Professionalism, Family, and Community	11	12-15	13.4	.97
Content Pedagogy and Knowledge	11	18-27	21.7	3.33
Knowledge of Teaching	11	11-18	15.5	2.17

2019				
Test	# of Candidates	Range	Mean	SD
Education of Young Children 5024	12	164-185	174.1	7.38

Subtests				
Childhood Development and Learning	12	15-19	16.6	1.26
Observation, Documentation, and Assessment	12	10-15	13	1.56
Developmentally Appropriate Practices	12	9-14	12.6	1.58
Professionalism, Family, and Community	12	9-14	12	1.41
Content Pedagogy and Knowledge	12	18-26	21.9	2.77
Knowledge of Teaching	12	12-18	15	1.94

1a. Professional Knowledge

National Association for the Education of Young Children (NAEYC) student teaching evaluation

Overview: Professional knowledge was assessed using Final National Association for the Education of Young Children (NAEYC) evaluation data from ST 2017, ST 2018 and ST 2019 in this self-study. University of Rhode Island supervisors administer the NAEYC mid-term and final evaluations in collaboration with the clinical educators to measure candidates' competency during their culminating field practicum over a fourteen-week period. The midterm occurs around the 7th or 8th week, while the final evaluation is administered at week 14. Candidates also informally self-evaluate and reflect upon their own progress using this assessment tool, and then the candidates confer with their clinical educators to discuss the two sets of ratings.

For each item, a scale ranging from 1 (little evidence) to 5 (well above standard) is used to assess the degree of attainment on each NAEYC standard as observed during student teaching. All candidates must earn a score of 3 or higher on each final evaluation rubric item from the clinical educator and the University supervisor in order to pass this benchmark evaluation and successfully complete the student teaching experience. Candidates may score below a 3 on the midterm items and remediate through feedback from their clinical educators and University supervisors. Supervisors and clinical educators are urged to provide detailed and specific comments beside each of the five items, as well as in the final comment box, which is also included. Candidates have immediate access to this feedback through the electronic portfolio system.

Data Overview: The NAEYC standards, the benchmarks for professional knowledge include "Promoting child development and learning," "Observing, Documenting," "Assessing to Support Young Children and Families," "Teaching and Learning," and "Becoming Professional."

Including a non-matriculated student, a total of 18 ST 2017 candidates were enrolled in 3 sections of student teaching for the spring of 2017 and were supervised by two University supervisors and 18 clinical educators. A total of 10 ST 2018 candidates out of 11 candidates were included in this assessment, as one of them was completing student teaching a year late after taking a leave of absence for testing issues. A total of two University supervisors and ten clinical educators completed the final evaluations for the ST 2018. Lastly, a total of 10 ST 2019 out of 11 candidates were included in this analysis and were supervised by two University supervisors and 10 clinical educators

Data Interpretation: All candidates met or exceeded five standards on the final evaluation in

years 2017, 2018 and 2019, with the majority scoring either a 4 or 5 on each element, meeting NAEYC standards for the program. All candidates of ST 2017, 2018 and 2019 demonstrated their knowledge and skills in each standard (3 or higher).

For the ST 2017 candidates, the strongest areas were “Promoting child development and learning” ($M = 5, SD = .69$), “Teaching and Learning” ($M = 5, SD = .7$) and “Becoming a Professional” ($M = 5, SD = .7$). The candidates excelled in the other two standards (# 2 and # 3) with an average of 83.67/100% ($M = 4, SD, .69$).

For the ST 2018 candidates, their performances in each area met the NAEYC expectation with a 3/5 or higher. The strongest area was “Observing, Documenting, and Assessing to Support Young Children and Families” ($M = 4.25, SD = .84$). Ninety percent of the ST 2018 candidates received 4 or 5 in “Promoting Child Development and Learning” and in “Teaching and Learning.” This indicates that the candidates well-implemented theories and knowledge into their practices using professionally developing teaching skills. Relatively weak areas were “Building Family and Community Relationships” ($M = 3.5, SD = .92$) and “Becoming a Professional” ($M = 3.5, SD = .89$).

For the ST 2019 candidates, their performances in each area met the NAEYC expectation with a 3/5 or higher. The strongest area was “Becoming a Professional” ($M = 3.93, SD = .83$). ST 2019 candidates received 3.9 or 5 in “Promoting Child Development and Learning” and 3.75 ($SD = 0.86$) in “Teaching and Learning,” 3.65 ($SD = .82$) in “Building Family, Community Relationship” and 3.68 ($SD = .97$) in “Observing, Documenting, and Assessing to Support Young Children and Families”. This indicates that the candidates well-implemented theories and knowledge into their practices using professionally developing teaching skills. Compared to the previous two cohorts, assessment scores on ST 2019 from the clinical evaluators are relatively low. Overall scores across 5 standards are consistent and stable. Overall, all candidates met the program expectation with an average of 4.09 out of five across all standards.

Final Evaluation National Association for the Education of Young Children (NAEYC) Student Teacher Data

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.	2015-2017 Early Childhood Education	18	4.67/5	5	0.69
Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.	2015-2017 Early Childhood Education	18	4.33/5	4	0.69
Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in	2015-2017 Early Childhood Education	18	4.33/5	4	0.69

partnership with families and other professionals, to positively influence children's development and learning.					
Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.	2015-2017 Early Childhood Education	18	4.56/5	5	0.7
Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	2015-2017 Early Childhood Education	18	4.44/5	5	0.7
Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.	2016-2018 Early Childhood Education	10	4.27/5	4	0.6
Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.	2016-2018 Early Childhood Education	10	3.71/5	3.25	0.86
Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.	2016-2018 Early Childhood Education	10	4.08/5	4	0.76
Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.	2016-2018 Early Childhood Education	10	4.13/5	4	0.56

<p>Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<p>2016-2018 Early Childhood Education</p>	<p>10</p>	<p>3.73/5</p>	<p>3.5</p>	<p>0.84</p>
<p>Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.</p>	<p>2017-2019 Early Childhood Education</p>	<p>10</p>	<p>3.90/5</p>	<p>4</p>	<p>1.1</p>
<p>Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.</p>	<p>2017-2019 Early Childhood Education</p>	<p>10</p>	<p>3.65/5</p>	<p>3.25</p>	<p>0.82</p>
<p>Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.</p>	<p>2017-2019 Early Childhood Education</p>	<p>10</p>	<p>3.68/5</p>	<p>3.63</p>	<p>0.97</p>
<p>Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.</p>	<p>2017-2019 Early Childhood Education</p>	<p>10</p>	<p>3.75/5</p>	<p>4</p>	<p>0.86</p>
<p>Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<p>2017-2019 Early Childhood Education</p>	<p>10</p>	<p>3.93/5</p>	<p>3.88</p>	<p>0.83</p>
<p>Average of 15 Criterion Average</p>			<p>4.08/5 (81.53%)</p>		

Elementary Education 1A

1a. Content Knowledge

In the elementary education program, candidates are required to meet or exceed the minimum score on each of the Praxis II content subtests to gain entry to student teaching. In addition, in order to be certified in the State of Rhode Island candidates must obtain the minimum score on each of the subtests. In addition, candidates are required to maintain a 2.75 grade point average while in the program. Both are used as indicators of candidate performance on content knowledge.

PRAXIS II Content Exams:

Overview: The English Language Arts content test (#5032, minimum score 165; #5002, minimum score 157) is 90 minutes and 80 questions and is an assessment of knowledge in Reading, Writing, Speaking, and Listening.

The Mathematics content test (#5033, minimum score 164; #5003 minimum score 157) is 65 minutes and 50 questions and is an assessment of knowledge in Numbers and Operations, Algebraic Thinking, and Geometry and Measurement, Data, Statistics, and Probability.

The Social Studies content test (#5035, minimum score 155; #5004, minimum score 155) is 60 minutes and 60 questions and is an assessment of knowledge in United States History, Government, and Citizenship, Geography, Anthropology, and Sociology, and World History and Economics.

The Science content test (#5035 and #5005, minimum score of 159) is 60 minutes and 55 questions and is an assessment of knowledge in earth science, life science, and physical science.

Data Analysis: All program completers in the three years covered in this report passed these content examinations and maintained a 2.75 grade point average. Some took more than one attempt to pass the examinations. This was especially true of the Social Studies and Science subtests. Most program completers passed the English Language Arts and Mathematics examination on their first attempt.

Data Interpretation: Candidates are informed of the required certification exams during advisory and that information is also posted on the SOE website and on their curriculum worksheet. In the past, candidates have been informed of the areas that present the most difficulty (world history, economics, geography, anthropology, sociology, earth science, life science, and physical science) and have been advised to take coursework in those areas. In addition, during program orientation, candidates are informed again of the tests, provided with suggestions for study materials that have worked for candidates in the past, and provided with the overview of the test provided by ETS and work through a few examples. Clearly this has not had as much of an impact on test scores as we would like. The program team will work on providing support so that students do not need to take tests more than once. When we encountered a similar problem with Mathematics, we designed, in collaboration with the URI Mathematics department, two courses for our candidates to work on their mathematical content knowledge and perceptions of mathematics efficacy and resulting dispositions. In order to use these tests to their best advantage, we need to know candidate progress so we can identify those who are struggling and provide support early in their program. In addition, passing these tests is required to move into student teaching, so if a candidate does not pass the test, they don't graduate. Most candidates

only have the Elementary Education major and are not double majors, as used to be the case. There is no other major to fall back on to graduate. We are seeking to separate the passing of these examinations from the program completion process while still requiring candidates to take and pass the examinations in order to get certified in Rhode Island and have a better opportunity of easily being certified in other states because they already have a certification in hand.

Table 1 ELEM ED Praxis II Test Scores Students Subject Cutoff Scores 2016-2017

Subject	N	Cutoff	Range	Min	Max	Mean	SD
Reading & Lang. Arts (5002)	42	157	33.00	160.00	193.00	173.76	9.96
Mathematics (5003)	42	157	43.00	157.00	200.00	173.79	13.87
Social Studies (5004)	47	155	34.00	155.00	189.00	166.40	8.91
Science (5005)	46	159	34.00	159.00	193.00	171.20	8.60
Elem Ed Reading & Lang. Arts (5032)	10	165	26.00	169.00	195.00	181.40	6.67
Elem Ed Mathematics (5033)	12	164	52.00	147.00	199.00	172.17	12.31
Elem Ed Social Studies (5034)	9	155	39.00	146.00	185.00	160.56	14.38
Elem Ed Science (5035)	9	159	40.00	144.00	184.00	168.22	13.53

Table 2 ELEM ED Praxis II Test Scores Students Subject Cutoff Scores 2017-2018

Subject	N	Cutoff	Range	Min	Max	Mean	SD
Reading & Lang. Arts (5002)	55	157	38.00	157.00	195.00	173.49	10.23
Mathematics (5003)	56	157	43.00	157.00	200.00	176.95	12.92
Social Studies (5004)	57	155	35.00	155.00	190.00	165.96	9.20
Science (5005)	55	159	34.00	159.00	193.00	170.89	9.13
Elem Ed Reading & Lang. Arts (5032)	1	165		184.00	184.00	184.00	
Elem Ed Mathematics (5033)	1	164		176.00	176.00	176.00	

Table 3 ELEM ED Praxis II Test Scores Students Subject Cutoff Scores 2018-2019

Subject	N	Cutoff	Range	Min	Max	Mean	SD
Reading & Lang. Arts (5002)	48	157	33.00	157.00	190.00	172.69	9.17
Mathematics (5003)	48	157	41.00	158.00	199.00	176.68	12.44
Social Studies (5004)	47	155	42.00	155.00	197.00	169.23	10.45
Science (5005)	46	159	67.00	128.00	195.00	168.97	11.05

Table 4 ELEM ED GPA 2017-2019 N=134

Cohort Year	N	Range	Minimum	Maximum	Mean	SD
2016-2017	43	.91	2.94	3.85	3.45	.24
2017-2018	51	1.27	2.73	4.00	3.44	.32
2018-2019	40	1.08	2.91	3.99	3.56	.27

1a. Pedagogical Knowledge

The Principles of Learning and Teaching: Grades K-6 (PLT: #5622):

Description: We use candidate performance on the Principles of Learning and Teaching: Grades K-6, (PLT) to assess pedagogical knowledge. The Principles of Learning and Teaching: Grades K-6 (PLT: #5622) is administered and assessed by the Educational Testing Service (ETS) and required by the State of Rhode Island for licensure. Candidates need to take and pass the PLT prior to student teaching (spring semester, year 2). The exam consists of 70 selected-response questions and 4 constructed-response questions. It is a timed test. Candidates have 2 hours to complete the examination. The State of Rhode Island requires a passing score of 160.

Data Analysis: All candidates passed the PLT. Anecdotally we know that most candidates pass this examination the first time they take it. However, we have data that provides this information. In addition, it would be prudent to look at the data across different sections of the test to identify low scoring areas and any trends they may have existed. We do not have the data for the sections.

Data Interpretation: In order to use the PLT to its best advantage, we need to know who is not successful so that we can step in and provide support. In order to determine if we need to revise our program based on candidate performance on the PLT we need to see the scores for each section of the examination: students as learners, instructional process, assessment, professional development, leadership, and community, and analysis of instructional scenarios. This is our intent moving forward.

Table 5 *ELEM ED_PLT Licensure Scores_K-6_#5622_2017-2019_N=158 Cutoff Score=160*

Cohort Year	N	Range	Minimum	Maximum	Mean	SD
2016-2017	53	29.00	161.00	190.00	171.77	11.04
2017-2018	57	29.00	162.00	191.00	172.81	10.66
2018-2019	48	36.00	155.00	191.00	173.20	10.50

1a. Professional Knowledge

Clinical Education Final Student Teaching Evaluation and the University Supervisor Final Student Teaching Evaluation:

Description: We use two tasks to assess candidate performance on professional knowledge: performance on the Clinical Education Final Student Teaching Evaluation and the University Supervisor Final Student Teaching Evaluation. This assessment is completed at the end of student teaching in the candidates' last semester in the program. It consists of a 29 criteria rubric on a 3 point scale: Approaching the Standard (1), Acceptable (2), and Target (3). All 29 criteria are used to assess candidates' pedagogical knowledge. This same evaluation is used at mid-term so that candidates can have an opportunity to improve over time.

Data Analysis: Candidates, overall, tend to perform well in this area. The majority of candidates earn a 3 on each of the criteria. Clinical Educators and University Supervisors score similarly.

Data Interpretation: We should consider using the midterm assessment in our consideration in the future. We know, anecdotally, that candidates have different areas in which they struggle and this comes out on the midterm evaluation. It would strengthen our ability to revise earlier experience knowing their areas in need of improvement at midterm. This way we can facilitate a stronger entrance into student teaching.

Table 6: University Supervisor Final Student Teaching Evaluation Scores by Cohort

Variable	N	Minimum	Maximum	Mean	SD
2016-2017	52	58/87	87/87	78.27/87	8.10
2017-2018	58	61/87	87/87	80.83/87	8.01
2018-2019	47	61/87	87/87	82.66/87	6.98

Table 7: Clinical Educator Final Student Teaching Evaluation Scores by Cohort

Variable	N	Minimum	Maximum	Mean	Std. Dev.
2016-2017	52	50/87	87/87	79.86/87	8.07
2017-2018	58	63/87	87/87	81.16/87	7.01
2018-2019	47	64/87	87/87	82.57	5.85

[Health and Physical Education 1A](#)

1a. Content Knowledge

Overview: In this section, candidates' work products have been assessed to provide evidence of meeting standard 1a content knowledge. This includes: content GPAs, PRAXIS II tests in health and physical education (HPE), the bulletin board assessment from EDC486 and EDC487, and the health fair project from EDC 401.

GPA Analysis:

Candidates' content GPAs are used as benchmark clearance points for progression in the program. These GPAs are calculated using the University's database system, PeopleSoft. The courses that make up this transcript analysis consist of all the required courses in the HPE program. An advisor can run these advisement transcripts at any point in the candidate's academic career. Candidates' content GPAs are checked and recorded at program entrance, prior to student teaching, and program exit. A candidate cannot apply to the program if their content GPA is below a 2.5. If a candidate's content GPA falls below a 2.5 during the program, they are put on probation and given one semester to raise it above 2.5 before facing dismissal from the program. Candidates also need to achieve a 2.75 in order to go out student teaching. Of the 2017-2019 candidates, the overall mean content GPA rose from 3.29 in 2017 to 3.45 in 2019. This is showing an improvement in academic performance over this three year span.

Health and Physical Education Content GPA Analysis

2017			
# of Candidates	Range	Mean	SD
15	3.02-3.71	3.29	0.21
2018			
# of Candidates	Range	Mean	SD
16	2.84-3.95	3.38	0.38
2019			
# of Candidates	Range	Mean	SD
16	2.74-4.00	3.45	0.39

Content Knowledge Tests:

The State of Rhode Island requires students in the HPE program to take and pass Content tests in Health (#5551) and Physical Education (#5091) with passing scores of 162 and 154, respectively, and two options for Principles of Learning and Teaching: #5622 (K-6) with a passing score of 160; or #5624 (Grade 7-12) with a passing score of 157 in order to be eligible to be able to student teach. Meanwhile, students also need to take program courses (such as EDC 486, EDC 487) offered to help prepare them for their profession. Data from the HPE students

regarding those required tests as well as specific assessments for EDC 485 and EDC 486 from 2017 and 2019 cohorts are included. The data and information provided in this section reflects our HPE students' content knowledge, which aligns with standard 1a.

More specifically, the content tests in Health (#5551) test students' knowledge and skills in Health Education K-12, whereas Content in Physical Education (#5091) measures students' knowledge and skills in Physical Education. Both are administered and assessed by the Educational Testing Service (ETS) and required by the State of Rhode Island for Health Education licensure. The Department of Education mandated that all health education candidates pass the Praxis II content test in Physical Education with a passing score ≥ 154 . For those candidates seeking additional health certification, candidates need to pass the PRAXIS II content health test with a passing score > 162 .

Data Overview: In this report, both Health (#5551) and Physical Education (#5025) data from 2017-2019 were analyzed. All programs completed from 2017 (n=15), 2018(n=16), and 2019 (n=16) passed the required tests. As a result, our program has 47 candidates who completed from 2017 to 2019 either as undergraduates or MA/TCP candidates.

Data Interpretation: The School of Education requires all teaching candidates to pass these content tests prior to student teaching. The data obtained from 2017 to 2019 cohorts demonstrated that 100% of the HPE program completers in 2017, 2018, 2019 passed both content tests with 100% passing rate. These results indicated that URI HPE course sequences are well developed to prepare our HPE student candidates in those content areas to pass required tests and commence student teaching. This also indicates that teacher candidates were able to put theory into practice successfully in their student teaching placements.

The program requires EDC 486 and EDC 487, which includes student teaching in two grade categories and three content areas: physical education, adapted physical education and health education. These courses are the elementary and secondary student teaching practicum experiences during the last semester of candidates' final year. Also, 100% of the 2016 to 2018 candidates successfully completed student teaching and were granted licensure in the state of Rhode Island. Along with these courses, student teachers also take EDC 485 (Student Teaching Seminar). This course provides students with information pertaining to content knowledge in their student teaching practicum experiences. In addition, the program offers EDC 401 (Current Issues in Health Education). Two assessments from EDC 486 and EDC 487(AAHE and NASPE Final Evaluation), one assessment from EDC 485 (AAHE Bulletin Board), and another assessment from EDC 401 (Health Fair Project) were used to measure students' content knowledge.

Health and Physical Education 2017				
Test	# of Candidates	Range	Mean	SD
Health Education (0550,5550,5551)	15	162-173	163.03	4.41
Subtest				
Health Education as a Discipline	15	9-16	13	2.52
Health Promotion,Prevention of Injury and Disease	15	19-27	24.17	2.41
Healthy Relationships,Mental and Emotional Health	15	23-28	25.25	1.60
Community Health and Advocacy	15	7-10	8.58	1.39

Health Education Pedagogy	15	7-10	8.50	1.24
Test	# of Candidates	Range	Mean	SD
Physical Education (0091 or 5091)	15	153-167	158.79	4.13
Subtest				
Content Knowledge/Student Growth Development	15	17-29	23.36	4.29
Management, Motivation, and Communication	15	18-23	21.07	1.64
Planning, Instruction, and Student Assessment	15	17-24	20.21	2.19
Collaboration, Reflection, and Technology	15	15-19	16.43	1.50

Health and Physical Education 2018				
Test	# of Candidates	Range	Mean	SD
Health Education (0550,5550,5551)	16	157-182	167.63	6.47
Subtest				
Health Education as a Discipline	16	11-15	13.31	1.54
Health Promotion, Prevention of Injury and Disease	16	20-28	24.94	2.64
Healthy Relationships, Mental and Emotional Health	16	21-32	24.94	3.11
Community Health and Advocacy	16	3-12	8.63	2.53
Health Education Pedagogy	16	6-13	8.63	1.93
Test	# of Candidates	Range	Mean	SD
Physical Education (0091 or 5091)	16	155-172	160.12	4.71
SubTest				
Content Knowledge/Student Growth Development	16	18-28	21.71	3.14
Management, Motivation, and Communication	16	18-23	20.65	1.69
Planning, Instruction, and Student Assessment	16	17-22	19.35	1.73
Collaboration, Reflection, and Technology	16	13-18	14.82	1.96

Health and Physical Education 2019				
Test	# of Candidates	Range	Mean	SD
Health Education (0550,5550,5551)	16	160-180	169	5.88
Subtest				
Health Education as a Discipline	16	11-16	13.55	1.75
Health Promotion,Prevention of Injury and Disease	16	17-29	24.09	4.32
Healthy Relationships,Mental and Emotional Health	16	21-29	24.18	1.89
Community Health and Advocacy	16	5-10	8.09	2.39
Health Education Pedagogy	16	6-9	7.82	1.25
Test	# of Candidates	Range	Mean	SD
Physical Education (0091 or 5091)	16	151-167	157.43	4.59
Subtest				
Content Knowledge/Student Growth Development	16	16-29	21.29	3.58
Management, Motivation, and Communication	16	17-23	20.29	2.09
Planning, Instruction, and Student Assessment	16	16-22	19.14	1.99
Collaboration, Reflection, and Technology	16	13-17	15.07	1.33

The Bulletin Board Assessment:

Overview: The bulletin board assessment is assigned during the student teaching semester, which is usually the final semester of the candidate's college career. The candidates choose a topic from one of their units and create a comprehensive bulletin board that correlates to that topic. They are required to reference and cite the American Association for Health Education (AAHE) standards throughout the project. All key elements for standard 1 are addressed in the rubric. It is to reinforce what the candidates are teaching their K-12 students as well as give them a visual to help them learn the materials being covered or remember the materials that were covered. This assessment is intended to increase the candidate's comprehension of the health content and the teaching/learning process. The project provides candidates with an understanding of curriculum/content as well as assesses the candidate's ability to be a resource.

Data Overview: For this bulletin board assessment, the average for all six criteria throughout all three consecutive years (2016-2018) was 2.96 out of 3. It is slightly different from year to year. More specifically, the average ranged from 2.94/3 to 3/3 in 2016 (n=17), from 2.72/3 to 3/3 in 2017 (n=16), and 3/3 in 2018. All candidates meet the minimum standard which is expected for entry level health and physical educator.

Data Interpretation: Assessment of candidates work product provides evidence of addressing standard 1a. The results from this particular assessment indicated all candidates met the requirement for this standard and revealed that HPE candidates had good comprehension in health content given the higher average for all criteria.

HPE American Association for Health Education (AAHE) Bulletin Board Assessment Data

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	Standard Deviation for Group
Text/Font	2016-2018_All Grades Health and Physical Education K-12	15	2.94/3	3	0.24
Relevancy of Graphics/Artistic Material	2016-2018_All Grades Health and Physical Education K-12	15	2.94/3	3	0.24
Relevancy of Information to Subject being taught	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Dimension (in proportion to size of available bulletin board)	2016-2018_All Grades Health and Physical Education K-12	15	2.94/3	3	0.24
Attractiveness	2016-2018_All Grades Health and Physical Education K-12	15	2.94/3	3	0.24
Grammar	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Text/Font	2017 -2019 All Grades Health and Physical Education K-12	16	2.70/3	3	0.46
Relevancy of Graphics/Artistic Material	2017 -2019 All Grades Health and Physical Education K-12	16	2.93/3	3	0.26
Relevancy of Information to Subject being taught	2017 -2019 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Dimension (in proportion to size of available bulletin board)	2017 -2019 All Grades Health and Physical Education K-12	16	3.00/3	3	0

Attractiveness	2017 -2019 All Grades Health and Physical Education K-12	16	2.90/3	3	0.28
Grammar	2017 -2019 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Text/Font	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Relevancy of Graphics/Artistic Material	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Relevancy of Information to Subject being taught	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Dimension (in proportion to size of available bulletin board)	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Attractiveness	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Grammar	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Average of 18 Criterion Average			2.96/3 (98.70%)		

Health Fair Project:

Overview: EDC/HLT 401 “Current Issues in Health Education” is a required program course in HPE for health certification. In this course candidates gather health knowledge and work collaboratively with other health educators, school staff and families to develop an educational health fair/simulated school health program by engaging community members to get them thinking about a health-related issue. The candidates must empower them with knowledge about healthy lifestyle choices, and thus promote health education. As a requirement of EDC/HLT 401, candidates will need to decide a health theme, research reliable sources for designing and implementing it in school/or community settings, work collaboratively with other community members in schools, and evaluate the effectiveness of their project.

Data Analysis: Health fair project was evaluated based on seven criteria: 1) Health fair theme, 2) learner objectives, 3) designed procedure, 4) program evaluation, 5) individual responsibilities, 6) implementation, 7) reflection. The maximum score for each criterion is 3. The overall average for all certiera during those three years is 2.67/3 with average ranged from 2/3 to 3/3 in 2016 (n=15), from 2.50/3 to 2.92/3 in 2017 (n=16), from 2/3 to 2.75/3 in 2018 (n=16). All candidates meet the minimum standard which is expected for an entry level health educator. That is all candidates

score at a 2 (meets the standards) on the AAHE standards, with some earning a 3 (target the standard).

Data Interpretation: Assessment of candidates work product provides evidence of addressing standard 1a. The results from this particular assessment revealed that HPE candidates had good comprehension in health content given the higher average for all criteria. There are variations in those three years. For example, the results showed that HPE candidates had room for improvement in “Program Evaluation” and “Reflection” in 2016, however the following years’ data in 2017 and 2018 show that those areas have been better addressed. This further justifies our health education curriculum is designed in such a way to better address this particular standard in preparing our HPE candidates.

HPE KIN 401 American Association for Health Education (AAHE) Health Fair Assessment Data

Rubric Criteria	Cohort	Authors evaluated	Avg for Group	Median for Group	Standard Deviation for Group
Health Fair Theme	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Learner Objectives	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Designed Procedure	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Program Evaluation	2016-2018_All Grades Health and Physical Education K-12	15	2.00/3	2	0
Individual Responsibilities	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Implementation	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Reflection	2016-2018_All Grades Health and Physical Education K-12	15	2.08/3	2	0.29
Health Fair Theme	2017 -2019 All Grades Health and Physical Education K-12	16	2.92/3	3	0.28
Learner Objectives	2017 -2019 All Grades Health and Physical Education K-12	16	2.58/3	2.5	0.45

Designed Procedure	2017 -2019 All Grades Health and Physical Education K-12	16	2.77/3	3	0.44
Program Evaluation	2017 -2019 All Grades Health and Physical Education K-12	16	2.50/3	2.5	0.46
Individual Responsibilities	2017 -2019 All Grades Health and Physical Education K-12	16	2.85/3	3	0.38
Implementation	2017 -2019 All Grades Health and Physical Education K-12	16	2.85/3	3	0.38
Reflection	2017 -2019 All Grades Health and Physical Education K-12	16	2.69/3	3	0.38
Health Fair Theme	2018-2020 All Grades Health and Physical Education K-12	16	2.75/3	3	0.5
Learner Objectives	2018-2020 All Grades Health and Physical Education K-12	16	2.75/3	3	0.5
Designed Procedure	2018-2020 All Grades Health and Physical Education K-12	16	2.00/3	2	0.82
Program Evaluation	2018-2020 All Grades Health and Physical Education K-12	16	2.50/3	2.5	0.58
Individual Responsibilities	2018-2020 All Grades Health and Physical Education K-12	16	2.75/3	3	0.5
Implementation	2018-2020 All Grades Health and Physical Education K-12	16	2.25/3	2	0.5
Reflection	2018-2020 All Grades Health and Physical Education K-12	16	2.75/3	3	0.5
Average of 21 Criterion Average			2.67/3 (88.87%)		

1a. Pedagogical Knowledge

HPE candidates' pedagogical knowledge was addressed via the Principles of Learning and Teaching (PLT) test, and assessments in EDC 486 and EDC 487. More detailed information is provided as follows:

Principles of Learning and Teaching (PLT) Exam:

Overview: The PLT is administered and assessed by the Educational Testing Service (ETS) and required by the State of Rhode Island for licensure. The exam consists of 110 multiple-choice questions, spanning 5 categories, relating to health education. The five categories on the exam are: Health Education as a Discipline, Health Promotion and Prevention of Injury and Disease, Healthy Relationships and Mental and Emotional Health, Community Health and Advocacy, and Health Education Pedagogy. Candidates have 2 hours to complete the exam. The Health and Physical Education Teacher Education (HPE) program at The University of Rhode Island (URI) requires candidates to take and pass the Principles of Learning and Teaching K-6 exam with a passing score ≥ 160 or the Principles of Learning and Teaching Grades 7-12 with a passing score ≥ 157 .

Data Overview: Three years of data was collected for PLT test results. There were 15 HPE candidates who took PLT grades 7-12 in 2016 -2017 with an average score of 170. In 2017-2018, four students took PLT grades K-6 with average scores of 178, 12 of them took PLT grades 7-12 with average scores of 167. In 2018-2019, four students took PLT grades K-6 with average scores of 171.8, 12 of them took PLT grades 7-12 with average scores of 169.7. All of these HPE candidates' scored 160 or higher for PLT grades K-6 or 157 or higher for PLT grades 7-12.

Data Interpretation: Based on the testing data results, the HPE program has a 100% pass rate for program completers, however the program candidates sometimes need to take the PLT more than once in order to reach the passing score of 160 or higher for K-6 or a passing score of 157 or higher for grades 7-12.

2017				
Test	# of Candidates	Range	Mean	SD
PLT 7-12	14	157-182	169.61	8.91
PLT K-6	1	N/A	159	0
2018				
Test	# of Candidates	Range	Mean	SD
PLT 7-12	12	157-181	167.23	7.37
PLT K-6	4	174-185	178.00	4.97
2019				
Test	# of Candidates	Range	Mean	SD
PLT 7-12	12	158-187	169.69	8.36

PLT K-6	4	164-175	171.75	5.19
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Teaching Methods Unit Planning Assessments:

Overview: EDC 300 and EDC 314 are the physical education pedagogical courses, whereas EDC 307 is the health pedagogical course. All of these courses are structured to prepare students to teach elementary physical education at elementary and secondary schools and health education at K-12. The unit planning assessment is required for all method courses, and candidates must meet all standards at an acceptable level in order to move on to student teaching. For this assessment, candidates develop a series of connected lessons (4-6) using knowledge and experience gained during the course, and implement their lessons at their practicum site (EDC 302/KIN 305, EDC 315/KIN 315, EDC 308/KIN 309), where they complete 35 practicum hours including classroom observation and teaching experience under a cooperating teacher’s supervision.

Data Overview: The unit plan activity was assessed by the Rhode Island Professional Teacher Standards (RIPTS) rubric using five scales and includes one element that shows evidence of meeting standard 1a. Pedagogical Knowledge: 2) Professional pedagogy and content standards. For EDC 300, the mean scores of candidates for #2 in 2016 were 4.64 in 2016, 4.75 in 2017, 4.44 in 2018. For EDC 314, the mean scores of candidates for those elements were 4.37 in 2017 (N=16), 4.44 in 2018 (N=16). For EDC 307, the mean scores of candidates for those elements were 4.69 in 2016 (N=15), 4.67 in 2017 (N=16), 4.64 in 2018 (N=16). All candidates meet the minimum standard which is expected for an entry-level health and physical educator.

Data Interpretation: Assessment of candidates’ unit plan activity provides evidence of meeting standard 1a. Pedagogical knowledge. Those courses provide candidates with their first field experience before students teach. According to the data analysis results from 2016 to 2018, 100% of HPE candidates have met RIPTS standards, Although we observed a slightly lower score (mean 3.29) regarding “professional pedagogy and content standards” in 2016 for EDC314. That has been addressed through updated our curriculum. As a result of that, the average score increased in the following two consecutive years from 3.29 in 2016 to 4.37 in 2017 and 4.44 in 2018.

EDC 307 RIPTS Unit Plan Data

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	Standard Deviation for Group
Relevance to the School Curriculum and Grade Level/Span Expectations	2016-2018_All Grades Health and Physical Education K-12	16	4.79/5	5	0.43
Professional Pedagogy and Content Standards	2016-2018_All Grades Health and Physical Education K-12	16	4.64/5	5	0.63
Relevance to the School Curriculum and Grade Level/Span Expectations	2017 -2019 All Grades Health and Physical Education K-12	16	4.69/5	5	0.48

Professional Pedagogy and Content Standards	2017 -2019 All Grades Health and Physical Education K-12	16	4.75/5	5	0.45
Average of 6 Criterion Average			4.66/5 (93.26%)		

EDC 486 and EDC 487 Final Student Teaching Evaluations:

Overview: The Student Teaching level in the Elementary and Secondary Student Teaching Practicums (EDC 486, EDC 487) occur in the final semester of the program. A minimum of 5 weeks of student teaching is exclusively in a health education setting. The first 4 elements of the final evaluation relate to pedagogical knowledge.

Data Overview: Candidates were evaluated using five scales and based on the following elements: 1.1. Connecting students' prior knowledge, life experience, and interests with learning goals; 1.2. Using a variety of instructional strategies and resources to respond to students' diverse needs; 1.3. Facilitating learning experiences that promote autonomy, interaction, and choice; and 1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful. There were 16 candidates, 15 candidates and 19 candidates who completed these courses in 2016, 2017 and 2018, respectively. At the elementary level, the mean scores of candidates based on cooperating teachers' evaluation ranged from 4.09 to 4.44 in 2016, from 4.12 to 4.17 in 2017, from 4.01 to 4.53 in 2018; the mean scores of candidates based on University field supervisor's final evaluation ranged from 3.60 to 4.34 in 2016, from 4.10 to 4.47 in 2017, from 4.37-4.75 in 2018. All candidates met the expected minimum standard. A similar pattern was observed at secondary level evaluations for both cooperating teachers and University field supervisors.

Data Interpretation: These final evaluation results from both cooperating teachers and University field supervisors provide evidence that HPE candidates meet the standard 1a. Pedagogical knowledge. These courses provide candidates with hands-on practicum experience in both elementary and secondary levels before graduation. Although some areas still need improvement, such as 1.3 and/or 1.4, the program did address that through updating curriculum. The resulting improvement in the scores over time indicates that. More specifically, the average for 1.3 was 4.21/5 in 2016, whereas it was 4.60/5 in 2018.

EDC 486 Elementary Final University Supervisor Student Teaching Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2016-2018_All Grades Health and Physical Education K-12	15	4.12/5	4.25	0.68
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2016-2018_All Grades Health and Physical Education K-12	15	4.13/5	4.25	0.86

1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2016-2018_All Grades Health and Physical Education K-12	15	4.34/5	4.5	0.74
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	2016-2018_All Grades Health and Physical Education K-12	15	3.60/5	4	0.73
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2017 -2019 All Grades Health and Physical Education K-12	16	4.47/5	4.5	0.58
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2017 -2019 All Grades Health and Physical Education K-12	16	4.32/5	4.5	0.66
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2017 -2019 All Grades Health and Physical Education K-12	16	4.45/5	4.5	0.55
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	2017 -2019 All Grades Health and Physical Education K-12	16	4.10/5	4.5	0.66
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2018-2020 All Grades Health and Physical Education K-12	16	4.64/5	5	0.55
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2018-2020 All Grades Health and Physical Education K-12	16	4.55/5	4.75	0.49
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2018-2020 All Grades Health and Physical Education K-12	16	4.75/5	5	0.42
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	2018-2020 All Grades Health and Physical Education K-12	16	4.37/5	4.5	0.61

EDC 487 Secondary Final University Supervisor Student Teaching Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2016-2018_All Grades Health and Physical Education K-12	15	4.46/5	4.5	0.4

1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2016-2018_All Grades Health and Physical Education K-12	15	4.44/5	4.5	0.47
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2016-2018_All Grades Health and Physical Education K-12	15	4.54/5	4.75	0.59
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	2016-2018_All Grades Health and Physical Education K-12	15	4.01/5	4	1
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2017 -2019 All Grades Health and Physical Education K-12	16	4.65/5	4.75	0.4
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2017 -2019 All Grades Health and Physical Education K-12	16	4.67/5	5	0.41
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2017 -2019 All Grades Health and Physical Education K-12	16	4.80/5	5	0.33
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	2017 -2019 All Grades Health and Physical Education K-12	16	4.50/5	4.5	0.37
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2018-2020 All Grades Health and Physical Education K-12	16	4.74/5	5	0.41
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2018-2020 All Grades Health and Physical Education K-12	16	4.63/5	5	0.46
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2018-2020 All Grades Health and Physical Education K-12	16	4.71/5	5	0.38
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	2018-2020 All Grades Health and Physical Education K-12	16	4.43/5	4.5	0.54

1a. Professional Knowledge

HPE candidates' professional knowledge was evaluated via varied assignments in EDC 307, EDC 401, EDC 485, EDC 486 and EDC 487, and PE and Health Content knowledge tests. The detailed information is provided below.

Professional Case Study:

Overview: EDC 307 is a health pedagogical course and also has been utilized to provide evidence to address candidates' performance for this standard 1a. Professional knowledge. EDC 307 requires all HPE candidates to conduct a case study to show that they are able to provide evidence of their ability to learn about their students, to develop instruction that meets their individual needs, and to assess what the students have learned as a result of their teaching.

Data Overview: The rubric used to evaluate candidates' case study encompasses 7 elements and the maximum score for each element was 3. Those elements include 1) description of student, 2) nature of student, 3) approach to learning, 4) design of intervention or tutoring, 5) commentary, 6) student's understanding, and 7) reflection on instruction. All candidates demonstrated proficiency in the case study with mean scores ranging from 2.75 to 2.92 in 2016 (n=15), from 2.88 to 2.94 in 2017 (n=16), from 2.87 to 2.93 in 2018 (n=16).

Data Interpretation: Assessment of candidates work product provides evidence of meeting standard 1a Professional Knowledge in all 7 elements included. According to the data analysis results from 2016 to 2018, candidates are strong in Student Description, Understanding Students, Approach to Learning, Design Appropriate Interventions or Tutoring. Although there are weaknesses in Commentary and Reflection on Instruction, the improvement over time from an average of 2.75 in 2016 to 2.87 or 2.93 in 2018 is a good indication that those areas have been addressed in our curriculum appropriately and the results in improvement in the scores is gratifying.

HPE/KIN 307 Student Case Study Data

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Description of Student	2016-2018_ All Grades Health and Physical Education K-12	15	2.83/3	3	0.39
Nature of Student	2016-2018_ All Grades Health and Physical Education K-12	15	2.83/3	3	0.39
Approach to Learning	2016-2018_ All Grades Health and Physical Education K-12	15	2.92/3	3	0.29
Design of Intervention or Tutoring	2016-2018_ All Grades Health and Physical Education K-12	15	2.92/3	3	0.29
Commentary	2016-2018_ All Grades Health and Physical Education K-12	15	2.75/3	3	0.45
Student's understanding	2016-2018_ All Grades Health and Physical Education K-12	15	2.92/3	3	0.29

Reflection on Instruction	2016-2018_ All Grades Health and Physical Education K-12	15	2.75/3	3	0.45
Description of Student	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.24
Nature of Student	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.24
Approach to Learning	2017 -2019 All Grades Health and Physical Education K-12	16	2.82/3	3	0.39
Design of Intervention or tutoring	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.24
Commentary	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.24
Student's Understanding	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.24
Reflection on Instruction	2017 -2019 All Grades Health and Physical Education K-12	16	2.88/3	3	0.33
Description of Student	2018-2020 All Grades Health and Physical Education K-12	16	2.93/3	3	0.26
Nature of Student	2018-2020 All Grades Health and Physical Education K-12	16	2.93/3	3	0.26
Approach to Learning	2018-2020 All Grades Health and Physical Education K-12	16	2.87/3	3	0.35
Design of Intervention or Tutoring	2018-2020 All Grades Health and Physical Education K-12	16	2.87/3	3	0.35
Commentary	2018-2020 All Grades Health and Physical Education K-12	16	2.87/3	3	0.35

Student's Understanding	2018-2020 All Grades Health and Physical Education K-12	16	2.93/3	3	0.26
Reflection on Instruction	2018-2020 All Grades Health and Physical Education K-12	16	2.93/3	3	0.26
Average of 21 Criterion			2.89/3 96.33%		

HPE KIN 401 Interview with a Health Professional:

Overview: This assessment is one of the required assignments for EDC 401, Current Issues in Health Education. Candidates are required to conduct an interview which needs to include research literature and epidemiology data to identify the needs for health education in school. They must also interview five community members (a student, a parent, a district level administrator or school principal, an experienced health educator and a community member interested in health education) to obtain multiple perspectives about a single health related issue, and thus to address that in health education in an effective manner for better learning outcome.

Data Overview: Three years of data were collected for this particular assignment and evaluated utilizing the rubric with seven aspects 1) orientation of interviewee, explanation of the interview's purpose and reason for selection, 2) reflection on experience and personal opinions on selected health topics, 3) technical requirements of the assignment, 4) interview introduction, 5) Interviewees' response regarding the selected health topic analysis, 6) Factors that can impact current and future needs in school health education, 7) Evidence that the report contain a conclusion. The maximum score for each of those elements is 3. The data from 2016 showed that HPE candidates (N=15) had an average of 3 for #1 to #4, 2.92 for #5, and 2.83 for #6 and #7. The average was slightly lower in 2017 (ranged from 2.58 to 2.92) and 2018 (2.5).

Data Interpretation: The data collected from 2016 to 2018 for interview assignment well justified HPE candidates' performance in seven rubric criteria. The results support that HPE candidates in 2016 and 2017 cohorts were well prepared in almost all aspects related to health education professional knowledge aspects stated above. All candidates meet the minimum standard which is expected for entry-level health and physical educators. In 2018, although candidates scored decently, we do see the average is slightly lower than in previous years, especially in Technical Requirements of the Assignment. Regardless, we will continue to retain our strength to keep up with the updated knowledge in the field to better serve and prepare our students.

HPE KIN 401 Interview with a Health Professional Data

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Orientation of interviewee, explanation of the Interview's purpose, and reason for selection	2016-2018_ All Grades Health and Physical Education K-12	15	3.00/3	3	0

Reflection on experience and personal opinions on selected health topics.	2016-2018_ All Grades Health and Physical Education K-12	15	3.00/3	3	0
Technical requirements of the assignment	2016-2018_ All Grades Health and Physical Education K-12	15	3.00/3	3	0
Interview Introduction	2016-2018_ All Grades Health and Physical Education K-12	15	3.00/3	3	0
Interviewees' response regarding the selected health topic analysis.	2016-2018_ All Grades Health and Physical Education K-12	15	2.92/3	3	0.29
Factors that can impact current and future needs in school health education	2016-2018_ All Grades Health and Physical Education K-12	15	2.83/3	3	0.39
Evidence that the report contain a conclusion	2016-2018_ All Grades Health and Physical Education K-12	15	2.83/3	3	0.39
Orientation of interviewee, explanation of the Interview's purpose, and reason for selection	2017 -2019 All Grades Health and Physical Education K-12	16	2.85/3	3	0.38
Reflection on experience and personal opinions on selected health topics.	2017 -2019 All Grades Health and Physical Education K-12	16	2.77/3	3	0.44
Technical requirements of the assignment.	2017 -2019 All Grades Health and Physical Education K-12	16	2.92/3	3	0.28
Interview Introduction	2017 -2019 All Grades Health and Physical Education K-12	16	2.62/3	3	0.46
Interviewees' response regarding the selected health topic analysis.	2017 -2019 All Grades Health and Physical Education K-12	16	2.58/3	3	0.49
Factors that can impact current and future needs in school health education.	2017 -2019 All Grades Health and Physical Education K-12	16	2.92/3	3	0.28
Evidence that the report contain a conclusion	2017 -2019 All Grades Health and Physical Education K-12	16	2.88/3	3	0.3

Orientation of interviewee, explanation of the Interview's purpose, and reason for selection	2018-2020 All Grades Health and Physical Education K-12	16	2.50/3	2.5	0.58
Reflection on experience and personal opinions on selected health topics.	2018-2020 All Grades Health and Physical Education K-12	16	2.50/3	2.5	0.58
Technical requirements of the assignment.	2018-2020 All Grades Health and Physical Education K-12	16	2.25/3	2.5	0.96
Interview Introduction	2018-2020 All Grades Health and Physical Education K-12	16	2.50/3	2.5	0.58
Interviewees' response regarding the selected health topic analysis.	2018-2020 All Grades Health and Physical Education K-12	16	2.50/3	2.5	0.58
Factors that can impact current and future needs in school health education.	2018-2020 All Grades Health and Physical Education K-12	16	2.50/3	2.5	0.58
Evidence that the report contain a conclusion	2018-2020 All Grades Health and Physical Education K-12	16	2.50/3	2.5	0.58
Average of 21 Criterion Average			2.73/3 (91.07%)		

Content Knowledge Exams:

Overview: The State of Rhode Island requires students in Health and Physical Education (HPE) Program to take and pass Content tests in Health (#5551) and Physical Education (#5091) with passing scores of 162 and 154, respectively, and two options for Principles of Learning and Teaching: #5622 (K-6) with a passing score of 160; or #5624 (Grade 7-12) with a passing score of 157 in order to be eligible to student teach. Meanwhile, students also need to take program courses (such as EDC 486, EDC 487) offered to help prepare them for their profession. Data from the HPE students regarding those required tests as well as specific assessments for EDC 485 and EDC486 from 2017 and 2019 cohorts were included. The data and information provided in this section reflects our HPE student's professional knowledge which aligns with standard 1a as indicated in Tables 1 and 2.

More specifically, the content tests in Health (#5551) tests students' knowledge and skills in Health Education K-12, whereas Content in Physical Education (#5091) measures students' knowledge and skills in Physical education. Both are administered and assessed by the Educational Testing Service (ETS) and required by the State of Rhode Island for Health Education licensure. The Department of Education mandated that all health education candidates pass the Praxis II content test in Physical Education with a passing score ≥ 154). For those candidates seeking additional health certification, candidates need to pass the PRAXIS II content health test with a passing score > 162 .

Data Overview: In this report, both Health (#5551) and Physical Education (#5025) data from 2017-2019 were analyzed. All program completers from 2017 (N=15), 2018(N=16) and 2019 (N=16) passed the required tests. As a result of that, our program has 47 candidates who graduated from 2017 to 2019.

Data Interpretation: The School of Education requires all teaching candidates to pass those content tests prior to their student teaching. The data obtained from 2017 to 2019 cohorts demonstrated that 100% of the HPE program completers in 2016, 2017, 2018 passed both content tests with 100% passing rate. These results indicated that URI HPE course sequences are well developed to prepare our HPE student candidates in those content areas to pass required tests and be prepared for student teaching. This also indicates that teacher candidates were able to put theory into practice successfully in their student teaching placements.

See Data tables above in 1A1, Content Knowledge.

EDC486 and EDC487 Final Student Teacher Evaluations:

Overview: EDC 486, EDC 487- student teaching experience. There are five elements from final cooperating teacher and university supervisor evaluations that provide evidence of HPE candidates' performance in terms of professional knowledge. These are: 5.1 Establishing and communicating learning goals for all students, 5.2 Collecting and using multiple sources of information to assess student learning, 5.3 Involving and guiding all students in assessing their own learning, 5.4 Using the results of assessment to guide instruction, 5.5 Communicating with students, families, and other audiences about student progress.

Data Overview: Three year of data was collected from EDC486 and EDC487 regarding HPE candidates performance. As stated above, there are five elements used to address candidates' performance regarding professional knowledge, and the maximum score for each element is 5. More specifically, at the elementary level (EDC486), the mean scores of those elements from cooperating teacher evaluations ranged from 3.69 to 4.22 in 2016 (n=16), from 3.53 to 4 in 2017 (n=15), from 4.18 to 4.50 in 2018 (n=16); the mean scores of those elements from university field supervisors ranged from 3.59 to 3.99 in 2016 (n=17), from 3.80 to 4.13 in 2017 (n=15), from 4.13 to 4.49 in 2018 (n=19). At the secondary level (EDC487), the mean score of those elements from cooperating teacher evaluations ranged from 4.18 to 4.40 in 2016 (n=17), from 3.95 to 4.34 in 2017 (n=16), from 4.31 to 4.56 in 2018 (n=18); the mean score of those elements from university field supervisors ranged from 3.99 to 4.34 in 2016 (n=15), from 4.22 to 4.64 in 2017 (n=16), from 4.26 to 4.53 in 2018 (n=16).

Data Interpretation: The results from the data provide evidence that All candidates' performance met the requirements for this particular standard 1a professional knowledge. The results reveal our HPE candidates' strength in all areas addressed from elements 5.1- 5.5 especially from the most recent data in 2018. It is worth noting that candidates scored better at secondary level in general. This might be due to candidates starting their students teaching at elementary schools first and an adaptation time period was needed for many of them. However, when they started their student teaching at secondary level, they already taught 5 weeks in school. Additionally, the data also showed that candidates performance scores improved from 2016 to 2018 which is a better justification of our program structure and curriculum in better preparing our HPE candidates for their success in their profession.

EDC486 and EDC487 Final Student Teacher Evaluations

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
5.1 Establishing and communicating learning goals for all students	2016-2018_All Grades Health and Physical Education K-12	15	3.68/5	4	0.89
5.2 Collecting and using multiple sources of information to assess student learning	2016-2018_All Grades Health and Physical Education K-12	15	3.59/5	3.75	1.13
5.3 Involving and guiding all students in assessing their own learning	2016-2018_All Grades Health and Physical Education K-12	15	3.99/5	3.75	0.9
5.4 Using the results of assessment to guide instruction	2016-2018_All Grades Health and Physical Education K-12	15	3.68/5	3.75	1.07
5.5 Communicating with students, families, and other audiences about student progress	2016-2018_All Grades Health and Physical Education K-12	15	3.84/5	4	0.57
5.1 Establishing and communicating learning goals for all students	2017 -2019 All Grades Health and Physical Education K-12	16	4.00/5	4	0.59
5.2 Collecting and using multiple sources of information to assess student learning	2017 -2019 All Grades Health and Physical Education K-12	16	4.13/5	4	0.74
5.3 Involving and guiding all students in assessing their own learning	2017 -2019 All Grades Health and Physical Education K-12	16	4.03/5	4	0.75
5.4 Using the results of assessment to guide instruction	2017 -2019 All Grades Health and Physical Education K-12	16	3.80/5	4	0.77
5.5 Communicating with students, families, and other	2017 -2019 All Grades Health and	16	3.97/5	4	0.74

audiences about student progress	Physical Education K-12				
5.1 Establishing and communicating learning goals for all students	2018-2020 All Grades Health and Physical Education K-12	16	4.49/5	4.5	0.47
5.2 Collecting and using multiple sources of information to assess student learning	2018-2020 All Grades Health and Physical Education K-12	16	4.29/5	4.25	0.57
5.3 Involving and guiding all students in assessing their own learning	2018-2020 All Grades Health and Physical Education K-12	16	4.41/5	4.25	0.53
5.4 Using the results of assessment to guide instruction	2018-2020 All Grades Health and Physical Education K-12	16	4.13/5	4	0.65
5.5 Communicating with students, families, and other audiences about student progress	2018-2020 All Grades Health and Physical Education K-12	16	4.37/5	4.5	0.38

Adapted Physical Education Research Presentation:

Overview: In EDC 410, Adapted Physical Education, class sessions are geared toward small groups investigating and discussing research projects completed in the area of adapted physical education. Students are assigned a group during the first week of class. The assignment is graded both individually and in a group. Candidate responsibilities are to review and report on an assigned research study based on their group number. The purpose is to take information that is important to teachers working with children with disabilities and share it with their classmates. Groups must present information using PowerPoint and provide a minimum one--page handout summarizing the study to the class. Candidates must be present the day of their assignment in order to get credit. Presentations are normally 20-25 min. in length.

Data Overview: Three years of data (2016-2018) were collected from EDC 410. There were 15 students from 2016, 16 students from 2017 and 16 students from 2018. In terms of the rubric, the mean scores ranged from 70-100% in 2016, 39-98% in 2017 and 33-100% 2018. Score consistency is observed among candidates from year to year.

Data Interpretation: Assessment of candidates' research presentations in EDC 410 provided evidence of meeting standard 1A. Twelve rubric elements were used for this justification. According to the data analysis results from 2016 and 2018, the average of all of the scores in the group was 91%, proving to be well above the standard.

Adapted Physical Education Research Presentation Data

Rubric Criteria	DRF Name	Authors evaluated	Average for Group	Median for Group	SD
Individual Grade: Historical, Philosophical, and Social Perspectives of Physical Education	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Individual Grade: Physiological and Biomechanical Concepts	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Individual Grade: Motor Learning and Psychological/Behavior Theory	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Individual Grade: Motor Development Theory	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Group Grade: Discussion	2016-2018_All Grades Health and Physical Education K-12	15	2.40/3	3	1.26
Group Grade: Dispositions	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Group Grade: Presentation materials	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Individual Grade: Historical, Philosophical, and Social Perspectives of Physical Education	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.25
Individual Grade: Physiological and Biomechanical Concepts	2017 -2019 All Grades Health and Physical Education K-12	16	2.88/3	3	0.34
Individual Grade: Motor Learning and Psychological/Behavior Theory	2017 -2019 All Grades Health and Physical Education K-12	16	2.88/3	3	0.34
Individual Grade: Motor Development Theory	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.25
Group Grade: Discussion	2017 -2019 All Grades Health and Physical Education K-12	16	1.19/3	0.5	1.38
Group Grade: Dispositions	2017 -2019 All Grades Health and Physical Education K-12	16	3.00/3	3	0

Group Grade: Presentation materials	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.25
Individual Grade: Historical, Philosophical, and Social Perspectives of Physical Education	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Individual Grade: Physiological and Biomechanical Concepts	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Individual Grade: Motor Learning and Psychological/Behavior Theory	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Individual Grade: Motor Development Theory	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Group Grade: Discussion	2018-2020 All Grades Health and Physical Education K-12	16	1.00/3	1	0
Group Grade: Dispositions	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Group Grade: Presentation materials	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Average of 21 Criterion Average			2.77/3 (92.30%)		

[Music Education 1A](#)

1a. Content Knowledge

Content Knowledge Exam and Content GPA Analysis:

Overview: Music education program completers' content knowledge was analyzed using the music content knowledge test (0113 or 1115) and students' quality GPA from the 2017, 2018, and 2019 student teaching cohorts.

Data Overview: Passing rate of 100% was attained on both Praxis II music content tests. The School of Education requires candidates to pass the content tests prior to their student teaching: All candidates for cohorts 2017 (N=10), 2018 (N=9) and 2019 (N=11) took and passed the music content tests before their student teaching, which supports the success of the curriculum that addresses this content knowledge and prepares them to implement music skills and knowledge during their teaching internships. The mean scores for the 2017 cohort were 170.5 (SD=6.64), M=169.11 (SD=6.4) for 2018, and M=173.27 (SD=7.71) for 2019. Generally, music students exceed the passing score of 160 by 9 to 13 points.

Data interpretation: While the data includes test 0113, only 5113 is required by the state of Rhode Island for licensure. Music students excel in the subset of pedagogy, professional issues, and technology as demonstrated in each of the cohort years: 2017 (M=35.1), 2018 (M=32.22), and 2019 (M=33.64) indicating strength in core music education methods courses and application of this content in practicum courses. In each year of the cohort, music history received the lowest scores, followed by music theory and composition, and then performance. The area of most need for improvement is music history and music theory. While these scores are concerning, they reflect a curriculum prior to academic year 2020. At that time, the Music Department significantly revised the curriculum for both of these areas with a focus of critical thinking in the music history courses and music outside of the Western canon, and for music theory a separation of theoretical concepts and musicianship skills with more seat time provided for oral/aural work in music.

This assessment examines candidates' grades in all required music education courses. All candidates are required to have a minimum grade point average (GPA) of 2.5 in all music courses in order to continue in the Music Education Program. The data for this Assessment represent students in both the bachelor's and the Teacher Certification Program (TCP). Mean scores for Music Education Students' GPA are 2017, M=3.53; 2018, M=3.28; and 2019, M=3.24. These scores suggest that music education students are high-achievers in music content knowledge and performance skills.

Music education candidates obtain a bachelor's degree in music, and candidates apply to the certification program during the Spring semester of their sophomore year. One of the entry requirements is a minimum GPA of 2.5 at the time the program application is submitted. Candidates must maintain this minimum GPA of 2.5 in order to remain enrolled in the program. If students do not maintain the minimum GPA, they are placed on program probation, and may not student-teach the following semester. At the conclusion of the one-semester probation, candidates must increase the GPA to at least the mandatory 2.5. Candidates who fail to adequately improve the GPA after the probationary period face program dismissal.

For each cohort of students who are accepted into the Music Education Program, the overall GPA and the Music Specialization GPA are calculated. The Office of Teacher Education is responsible for annually collecting these data points for each of our students and distributing this information to the Music Education faculty member and advisor. As a result of this systematic collection and

distribution process, students are subsequently monitored and advised more effectively. In addition, this collection and distribution of GPA information enables the music education faculty member to conduct ongoing analyses of the extent of candidates' mastery of the concepts and skills that are taught in the certification courses. One area of concern is the potential for grade inflation because of the number of ensemble and chamber ensemble credits students may elect to take; it's possible that were ensembles to be removed from the GPA in music specialization that mean scores would reflect a score more closely connected to academic achievement in music and authentic assessments (i.e., juried music performance assessments) in music skills.

2017

Test	# of Candidates	Range	Mean	SD
Music Content (0113 or 5113)	10	160-180	170.5	6.64
Subtest				
Music History and Literature	10	8-12	9.4	1.17
Theory and Composition	10	10-15	12.8	1.81
Performance	10	15-20	18.1	1.52
Pedagogy, Professional Issues and Technology	10	29-43	35.1	4.43
Special Category	10	15-23	18	2.54

2018

Test	# of Candidates	Range	Mean	SD
Music Content (0113 or 5113)	9	160-182	169.11	6.04
Subtest				
Music History and Literature	9	4-11	8.33	2.18
Theory and Composition	9	10-17	13.11	2.09
Performance	9	15-20	16.67	1.94
Pedagogy, Professional Issues and Technology	9	26-36	32.22	3.49
Special Category	9	12-21	17.56	2.92

2019

Test	# of Candidates	Range	Mean	SD
Music Content (0113 or 5113)	11	159-190	173.27	7.71
Subtest				

Music History and Literature	11	7-13	9.73	1.74
Theory and Composition	11	10-15	12.73	1.56
Performance	11	14-21	16.91	2.07
Pedagogy, Professional Issues and Technology	11	25-38	33.64	3.44
Special Category	11	15-21	19.09	1.97

Content GPA Analysis

2017			
# of Candidates	Range	Mean	SD
10	2.84-3.8	3.53	0.33
2018			
# of Candidates	Range	Mean	SD
9	2.67-3.76	3.28	0.42
2019			
# of Candidates	Range	Mean	SD
11	2.54-3.83	3.24	0.45

1a. Pedagogical Knowledge

Principles of Learning and Teaching Exam:

Overview: Music Education Program completers' pedagogical knowledge was analyzed using the Principles of Teaching and Learning (PLT) test, either K-6 or 7-12 (#5622 or #5624).

Data Overview: Passing rates of 100% were attained on either #5622 or #5624 for all three cohorts (2017 through 2019). The School of Education requires candidates to pass the PLT prior to their student teaching: All candidates for cohorts 2017 (N=10), 2018 (N=9) and 2019 (N=11) took and passed the PLT before their student teaching, which supports the success of the curriculum that addresses pedagogical knowledge and prepares them to implement these skills during their teaching internships. The mean scores for the 2017 through 2019 are listed below. Generally, music students exceed the passing score of 160 by 3 points on the K-6 test and by 1 or more points on the 7-12 test.

Data Interpretation: The majority of music candidates choose to take the PLT K-6 over the PLT 7-12 test and generally perform better on this test. The mean for the K-6 test was approximately 170 for all three cohorts, ten points above the required cutoff score of 160. The lowest scores for candidates was 3 points higher than the cut off score of 160. The maximum score achieved of 179 was the same over the 3 cohorts. The minimum fluctuates from 163 to 165, then back to 163.

It is difficult to determine trends with the low N of program completers, but overall candidates are performing well and staying consistent throughout the cohorts.

Fewer candidates are taking the PLT 7-12 (#5624) and this may be due to the perception among candidates that this is a tougher test to pass. The exam means have decreased over the three cohorts from a high of 174.5 in 2016-2017 to a low of 169.5 in 2018-2019, although with the low number of candidates taking this exam it is hard to make these conclusions based on data. The ranges also have dipped a bit over these three cohorts, as well as the maximum score achieved.

MUSIC EDUCATION (PLT K-6 and 7-12)

Music_PLT Licensure Test Scores_K-6_#5622_2017-2019_Cutoff=160

Cohort Year	N	Range	Minimum	Maximum	Mean	SD
2016-2017	8	163-179	163	179	170	5.73
2017-2018	4	165-179	165	179	171	5.61
2018-2019	8	163-179	163	179	170.10	6.36

Music_PLT Licensure Test Scores_#5624_7-12_2017-2019_Cutoff=157

Cohort Year	N	Range	Minimum	Maximum	Mean	SD
2016-2017	2	170-179	170	179	174.5	6.36
2017-2018	5	157-176	157	176	170.56	7.02
2018-2019	3	160-171	160	171	169.5	6.02

1a. Professional Knowledge

Final Evaluation of Student Teaching:

Overview: Professional knowledge for music education candidates is developed throughout the music education curriculum, but mostly during the clinical experiences of which there are three during the professional sequence; year 1 - semester 1, a practicum in the elementary school MUS 376; year 1 - semester 2, a practicum in the secondary school (MUS 476) ; and year 2 - semester 2, full-time student teaching for 12 weeks. While we assess teacher candidates' progress at all stages of their development, we most explicitly do this using items in our final evaluation of student teaching. The exact same instrument is used by both the university supervisor and the cooperating teacher.

Data Overview: Cooperating teachers have a broader set of continuous experiences with student teachers through the elementary and secondary placements, while supervisors base their judgments on brief experiences, such as observations. Both supervisors and cooperating teachers participate in training protocols for interpreting the rubric. In all programs in the School of Education, teacher candidates must be scored at a 3 (meet the standard) for each item in the final evaluation of student teaching.

The items we report data on are as follows, using item numbering from the final evaluation tool. These items describe tasks, actions, and dispositions that indicate professional knowledge in our teacher education framework.

- 5.5 Communicating with students, families, and other audiences about student progress
- 6.1 Reflecting on teaching practice and planning professional development
- 6.2 Establishing professional goals and pursuing opportunities to grow professionally
- 6.3 Working with colleagues to improve professional practice
- 6.4 Balancing professional responsibilities and maintaining motivation

Data Interpretation: For each of the five items, the clinical educators rated student teachers higher on average. This is understandable, because, as we stated above, clinical educators have a more continuous ongoing set of experiences on which to base their judgement. In indicators 6.1 - 6.4 both supervisors and clinical educators rated student teachers consistently above the standard (level 4). The music team believes that this is ample evidence that our teacher candidates develop significant and practically useful professional knowledge that prepares them well to start their first employment as a teacher.

Clinical Educator Final Student Teaching Evaluation (Elements pertaining to Professional Knowledge)

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
5.5 Communicating with students, families, and other audiences about student progress	2015-2017_Music Education K-12	10	3.11/5	3	0.6
6.1 Reflecting on teaching practice and planning professional development	2015-2017_Music Education K-12	10	4.00/5	4	0.71
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2015-2017_Music Education K-12	10	3.67/5	4	0.71
6.3 Working with colleagues to improve professional practice	2015-2017_Music Education K-12	10	3.44/5	3	0.73
6.4 Balancing professional responsibilities and maintaining motivation	2015-2017_Music Education K-12	10	4.00/5	4	0.87
5.5 Communicating with students, families, and other audiences about student progress	2017-2019 Music Education K-12	9	3.15/5	3	0.38

6.1 Reflecting on teaching practice and planning professional development	2017-2019 Music Education K-12	9	3.46/5	3	0.78
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2017-2019 Music Education K-12	9	3.62/5	3	0.77
6.3 Working with colleagues to improve professional practice	2017-2019 Music Education K-12	9	3.77/5	4	0.83
6.4 Balancing professional responsibilities and maintaining motivation	2017-2019 Music Education K-12	9	3.60/5	3	0.79
5.5 Communicating with students, families, and other audiences about student progress	2018-2020 Music Education K-12	11	3.21/5	3	0.43
6.1 Reflecting on teaching practice and planning professional development	2018-2020 Music Education K-12	11	4.13/5	4	0.63
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2018-2020 Music Education K-12	11	4.00/5	4	0.68
6.3 Working with colleagues to improve professional practice	2018-2020 Music Education K-12	11	4.00/5	4	0.68
6.4 Balancing professional responsibilities and maintaining motivation	2018-2020 Music Education K-12	11	3.84/5	4	0.66
Average of 30 Criterion Average			3.64/5 72.80%		

University Supervisor Final Student Teaching Evaluation (Elements pertaining to Professional Knowledge)

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
5.5 Communicating with students, families, and other audiences about student progress	2015-2017_Music Education K-12	10	3.33/5	3	0.43
6.1 Reflecting on teaching practice and planning professional development	2015-2017_Music Education K-12	10	4.28/5	4	0.67

6.2 Establishing professional goals and pursuing opportunities to grow professionally	2015-2017_Music Education K-12	10	4.39/5	4	0.49
6.3 Working with colleagues to improve professional practice	2015-2017_Music Education K-12	10	4.67/5	5	0.71
6.4 Balancing professional responsibilities and maintaining motivation	2015-2017_Music Education K-12	10	4.78/5	5	0.67
5.5 Communicating with students, families, and other audiences about student progress	2017-2019 Music Education K-12	9	3.38/5	3	0.65
6.1 Reflecting on teaching practice and planning professional development	2017-2019 Music Education K-12	9	4.08/5	4	0.76
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2017-2019 Music Education K-12	9	3.85/5	4	0.8
6.3 Working with colleagues to improve professional practice	2017-2019 Music Education K-12	9	4.08/5	4	0.76
6.4 Balancing professional responsibilities and maintaining motivation	2017-2019 Music Education K-12	9	3.85/5	4	0.99
5.5 Communicating with students, families, and other audiences about student progress	2018-2020 Music Education K-12	11	3.20/5	3	0.41
6.1 Reflecting on teaching practice and planning professional development	2018-2020 Music Education K-12	11	4.27/5	4	0.46
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2018-2020 Music Education K-12	11	4.07/5	4	0.59
6.3 Working with colleagues to improve professional practice	2018-2020 Music Education K-12	11	4.33/5	4	0.49
6.4 Balancing professional responsibilities and maintaining motivation	2018-2020 Music Education K-12	11	4.20/5	4	0.68
Average of 30 Criterion Average			3.94/5 (78.78%)		

[School Library Media 1A](#)

1a. Content Knowledge

Overview: Content knowledge in the School Library Media Program is assessed by scores on the PRAXIS Library Media Subject Test, candidates' cumulative GPA, and by the scores on their ePortfolio, a culminating assignment in the final year of the program where they demonstrate their competency in the RI Professional Teaching Standards which are aligned to the AAQEP standards, and the ALA/AASL Standards for the Preparation of School Librarians (2010).

Data will be presented in the following tables:

- Table 1. Content Knowledge: PRAXIS Library Media Subject Test: Scores by Cohort
- Table 2. Content Knowledge: GPA Average by Cohort
- Table 3. Content Knowledge: ePortfolio scores Average by Cohort

Content Speciality Test: PRAXIS Library Media Subject Test #5311:

Candidates in the SLM program must pass the PRAXIS Library Media Subject Test (#5311) with a score of 162 determined by RIDE in 2014. A score of 162 is the highest passing score for this test in the nation by 6 points and only 24 states plus the District of Columbia require candidates to take this test, making it a very rigorous benchmark for URI candidates to attain. There are five content area categories on the test: Program Administration, Collection Development, Information Access and Delivery, Learning and Teaching, and Professional Development, Leadership, and Advocacy.

School library media candidates must pass the PRAXIS Library Media Test prior to student teaching, therefore all program completers pass this test. An analysis of the data in Table 1 shows the average score for the cohort each year. The average score is consistent across cohorts and falls between 174.9 and 175.3. This score is significantly higher than the RI passing score of 162. Based on this rigorous assessment, the findings show that candidates in the SLM program have demonstrated a high competency level in their content knowledge.

Table 1. PRAXIS Library Media Content Speciality Test: Average Scores by Cohort

Cohort Year/N	Average Score of Cohort (RI Passing score: 162)
2017 N=12	175.3
2018 N=12	174.4
2019 N=13	174.8

GPA Analysis:

Data Analysis: Table 2 lists the average GPA of the candidates for the three cohort years under review. The GPA average is between 3.876 and 3.968 for all years indicating a high level of knowledge in the content area. The scores are consistent across the cohorts and the high GPAs are evidence of their attainment of content knowledge. The N for GPA is lower than the N for the PRAXIS Library Media Subject Test in all cohorts because there are students in the program completing the school library media teacher certification program (TCP). Students in the TCP already have their Master's in Library and Information Studies from an accredited institution and are returning just to complete the TCP, which isn't a degree program.

Table 2. GPA Average by Cohort (MLIS candidates only)

Cohort Year/N	Average GPA
2017 N=10	3.968
2018 N=11	3.944
2019 N=10	3.876

Professional ePortfolio:

Overview: The professional ePortfolio is the culminating assessment for candidates in the SLM program. The major requirement of the assignment is to provide evidence of meeting the RIPTS/AAQEP and the ALA/AASL Standards for the Initial Preparation of School Librarians (2010). Candidates must identify and describe artifacts that align to each standard and then justify why the artifact is evidence of meeting that standard.

Data Analysis: In analyzing the data on the ePortfolio, candidates score highly on this assessment indicating their competency in the content knowledge in school librarianship. The scores appear to be decreasing slightly however, and the explanation for this is that in the 2017 year, the instructor of the course was hired as a per course instructor to teach the student teaching seminar where this assignment was given for the first time.

Data Interpretation: Although student work is high quality, given the instructor's guest role, the grading was likely not as rigorous. That instructor was subsequently hired as a tenure track professor in the fall of 2017 and gained more familiarity and confidence in grading the following years. The rubric was also changed in 2018 from a 5 point to a 4 point scale and two standards from the ALA/AASL professional standards were added to the rubric. Previously, the rubric only had the 11 standards from the RIPTS. The RIPTS focus entirely on teaching and did not capture the unique knowledge and skills required for school librarians to administer their library programs and engage as school leaders. Therefore, in 2018, the library administration and leadership standards from the ALA/AASL standards were added to the ePortfolio rubric in addition to the RIPTS.

Table 3. ePortfolio Average Score by Cohort

Cohort Year/N	Average score out of 100
2017 N=12	100
2018 N=10	98.46
2019 N=12	93.75

1a. Pedagogical Knowledge

PRAXIS SLM Subject Matter Exam

Overview: Analysis of PRAXIS SLM Subject Test in Table 1

Candidates in the SLM program must take and pass the PRAXIS Library Media Subject test. One of the categories on the test is Learning and Teaching, which covers knowledge of pedagogy. The questions on this section comprise 28% of the total exam questions (<https://www.ets.org/s/praxis/pdf/5311.pdf>, p. 5).

Data Analysis: The data from Table 1 shows that the average passing score for each cohort ranges from the middle to the high end of the average performance score range (the middle 50% of scores on the test taken at a given time - [see data from score reports here](#)). This finding indicates that candidates' pedagogical knowledge as assessed by the Learning and Teaching category on the PRAXIS Library Media Subject test is strong.

Table 1. PRAXIS Library Media Subject Test: Average scores by cohort in the Learning and Teaching Category compared to Average Performance Range during cohort year.

Cohort Year/N	Average Score of Cohort	Average Performance range
2017 N=12	21.7	17-24
2018 N=10	20.5	15-20
2019 N=12	20.8	16-22

Lesson Plan Assignment:

Overview: The instructor who was hired in the 2016 - 2017 AY used a substantially different rubric for the lesson plans to assess the lesson plan assignment for cohort 2017. Since the data would not be consistent across cohorts, only cohort years 2018 and 2019 are reported in Table 2. In this rubric, a score of "3" is competent.

Data Analysis: The data shows that candidates score above the standards in all categories. One reason they score so well is that the instructor gives frequent formative feedback and encourages candidates to revise and resubmit for final grading. Candidates have the opportunity to use instructor feedback to increase their achievement over time, which emphasizes that the process of learning is most important.

Data Interpretation: This lesson plan assignment will be retained because it provides an opportunity for candidates to demonstrate their competency in pedagogical knowledge with a focus on these three questions: What do we want our students to know and be able to do? How will they learn it? (instructional activities appropriate for age, cognitive and developmental ability, learner differences), and how will we know if they learned it? (Assessment).

Table 2. Average Scores by Cohort on Lesson Plan Assignment

Lesson Plan Rubric Categories	Average score 5 point scale 2018 N=12	Average score 5 point scale 2019 N=10
1. Learning Objectives: background information RIPTS 1, 2 AASL 1.1, 1.3	4.08	4.85
2. Learning Objectives: Standards RIPTS 2 AASL 1.1. 1.3, 1.4	4.08	4.95
3. Learning Objectives: SLO or ELO RIPTS 1, 2 AASL 1.1, 1.4	3.92	4.85
4. Instructional Strategies – Lesson Intro RIPTS 1, 2, 3, 4, 5, 6 AASL 1.1, 1.2	4.17	4.8
5. Instructional Strategies – Learner Activities RIPTS 1, 2, 3, 4, 5 AASL 1.1, 1.2	3.88	4.85
6. Instructional Strategies - Questioning RIPTS 5, 8 AASL 1.1, 1.2	3.83	4.65
7. Assessment Strategies RIPTS 9 AASL 1.1, 1.2	4.5	4.75
8. Texts, Materials, and Resources RIPTS 1, 2 AASL 1.1, 1.2, 3.3	4.17	4.85
9. Technology Use: RIPTS 8 AASL 1.1, 1.2, 1.4, 3.3	4.42	4.75
10. Presentation of Lesson Plans and reflection	3.25	4.8

1a. Professional Knowledge

Analysis of Professional ePortfolio:

Overview: Candidates have an opportunity to demonstrate competency in professional knowledge in the Professional ePortfolio assignment. This assignment is the capstone project to showcase evidence of their proficiency in School Library Media using artifacts from throughout their time in the program, with an emphasis on their student teaching experience.

Data Analysis: The data from Table 1 shows the average score for each cohort year by the 11 RIPTS. Note: in 2017, the rubric was based on a 5 point scale, with a score of 3 as competent. The rubric was changed in 2018 to a 4 point scale with a score of 3 as competent. The rationale for the change is that the goal is competency, which is already a rigorous goal, and to determine two levels above competency was not easy to differentiate and describe. The data in Table 1 shows that candidates scored above competent in every category.

Data Interpretation: Candidates are motivated to do well in the portfolio assignment because they are proud of their work and want to show their competencies to possible employers. Candidates also perform well because during the semester, they have the opportunity to talk through the artifacts they might choose in conferences with their Clinical Educators, meetings with the University Supervisor, and/or during synchronous class meetings. Candidates are also provided with examples of student work and the expectations are listed clearly in the assignment description. The components of the ePortfolio cover a wide range of professional knowledge and include:

1. Homepage with organized tabs or links to portfolio items (table of contents)
2. Placement location(s) with short profile(s) of each school, dates of practicum
3. Program plans for each 6 week site or one plan for 12 weeks at one site
4. Summary Matrix listing each standard and the artifacts/documents identified as meeting that standard
5. AASL standards and evidence - 10 total artifacts (two for each of the five ALA/AASL/CAEP School Librarian Preparation Standards with individual written rationales describing artifact and justifying why you chose it)
6. Focus on Assessment (assignment)
7. Professional Packet Assignment items (includes assignments: Resume, Cover Letter and Philosophy of Teaching, Elevator Pitch)
8. Video recording of teaching lesson and self-assessment reflection referencing at least two categories in the classroom observation rubric (300-500 words)
9. Daily/weekly logs - keep a daily or weekly log of activities participated in with evidence of reflection and references to the roles of a school librarian (put the role in parenthesis).

Due to the comprehensive nature of this assignment and its authenticity and relevance in real life, no major changes are planned.

Table 3. ePortfolio Scores by Cohort for each RIPTS Standard

RIPTS Standards	2017 N=12	2018 N=10	2019 N=12
RIPTS Standard 1: 1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge; RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction. GSLIS Outcomes: 7b, 7c, 7d	5.00/5	4.00/4	3.75/4
RIPTS STANDARD 2: Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge; RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction. GSLIS Outcomes: 7b, 7c, 7d	5.00/5	3.80/4	3.75/4
RIPTS STANDARD 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge; RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction. GSLIS Outcome: 7b, 7c, 7d	5.00/5	4.00/4	3.75/4

RIPTS STANDARD 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge; RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction. GSLIS Outcomes: 7b, 7c, 7d	5.00/5	4.00/4	3.75/4
RIPTS STANDARD 5: Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge; RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction. GSLIS Outcomes: 7b, 7c, 7d	5.00/5	4.00/4	3.75/4
RIPTS STANDARD 6. Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge, RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction. 3. Service Delivery GSLIS Outcomes: 7b, 7c, 7d	5.00/5	4.00/4	3.75/4
RIPTS STANDARD 7. Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge, 4. Advocacy and Leadership RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction, 3. Service Delivery GSLIS Outcomes: 7b, 7c, 7d	5.00/5	4.00/4	3.75/4
RIPTS STANDARD 8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge. RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction 3. Service Delivery GSLIS Outcomes: 7b, 7c	5.00/5	4.00/4	3.75/4
RIPTS STANDARD 9. Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge; 4. Advocacy and Leadership RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction 3. Service Delivery, 4. Evaluation and Assessment GSLIS Outcomes: 7b, 7c, 7d	5.00/5	3.70/4	3.75/4
RIPTS STANDARD 10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals. AASL STANDARDS: 4. Advocacy and Leadership, 5. Program Management and Administration RIDE Domains: 5. Professional Responsibilities GSLIS Outcome 7a	5.00/5	4.00/4	3.75/4
RIPTS STANDARD 11. Teachers maintain professional standards guided by legal and ethical principles. AASL STANDARDS: 4. Advocacy and Leadership, 5. Program Management and Administration RIDE Domains: 5. Professional Responsibilities GSLIS Outcome 1a,1b	5.00/5	3.70/4	3.75/4

Final University Supervisor Student Teaching Evaluation

Overview: The Final University Supervisor Evaluation is completed at the end of a candidates' student teaching experience which is normally their last semester of the program. The University

Supervisor is extremely familiar with candidates' competency levels because they also run the accompanying seminar class, have observed the candidate student teaching twice, have reviewed the progress evaluation forms completed by the Clinical Educators (CE) and may have conferenced with either the candidate or a CE individually. Since school library media is a PK-12 All Grades Certificate, candidates complete student teaching at two placement sites, six weeks at the elementary and six weeks at the secondary level. The CE at each site assesses a candidate's progress in attaining competency in the RIPTS and ALA/AASL standards three times during the six weeks, and also evaluates their candidate twice teaching a lesson using the RI Department of Education Classroom Observation rubric. The Final University Supervisor evaluation is based on multiple points of assessment that cover professional knowledge in the field of school librarianship.

Data Analysis: Looking at the data in Table 3, candidates score above competent in all areas. A score of 3 = competency.

Table 3. Library Media Final Supervisor Evaluation Scores by Cohort Years

Library Media Final Supervisor Evaluation Rubric Criteria	Cohort Years		
	2017 N=12	2018 N=12	2019 N=12
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	4.79/5	3.92/5	4.33/5
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	4.58/5	4.33/5	4.42/5
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	4.33/5	4.50/5	4.83/5
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	4.33/5	4.08/5	4.38/5
2.1 Creating a physical environment that engages all students	4.67/5	4.25/5	4.21/5
2.2 Establishing a climate that promotes fairness and respect	4.79/5	4.67/5	4.75/5
2.3 Promoting social development and group responsibility	4.71/5	4.33/5	4.29/5
2.4 Establishing and maintaining standards for student behavior	4.75/5	4.58/5	4.63/5
2.5 Planning and implementing classroom procedures and routines that support student learning	4.79/5	4.50/5	4.92/5
2.6 Using instructional time effectively	4.38/5	3.83/5	4.58/5
3.1 Demonstrating knowledge of subject matter content and student development	4.42/5	4.17/5	4.42/5
3.2 Organizing curriculum to support student understanding of subject matter	4.17/5	4.17/5	4.33/5
3.3 Interrelating ideas and information within and across subject matter areas	4.21/5	4.08/5	4.13/5
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter	4.29/5	4.33/5	4.33/5
3.5 Using materials, resources, and technologies to make subject matter accessible to students	4.33/5	4.58/5	4.38/5
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	4.58/5	4.42/5	4.13/5
4.2 Establishing and articulating goals for student learning	4.13/5	4.25/5	4.21/5
4.3 Developing and sequencing instructional activities and materials for student learning	4.46/5	4.25/5	4.50/5
4.4 Designing short-term and long-term plans to foster student	4.04/5	3.83/5	4.29/5

learning			
4.5 Modifying instructional plans to adjust for student needs	4.29/5	3.83/5	4.21/5
5.1 Establishing and communicating learning goals for all students	4.04/5	3.92/5	4.08/5
5.2 Collecting and using multiple sources of information to assess student learning	4.04/5	3.42/5	4.17/5
5.3 Involving and guiding all students in assessing their own learning	4.04/5	3.42/5	3.96/5
5.4 Using the results of assessment to guide instruction	4.13/5	3.58/5	4.38/5
5.5 Communicating with students, families, and other audiences about student progress	4.08/5	4.00/5	4.13/5
6.1 Reflecting on teaching practice and planning professional development	4.92/5	4.50/5	4.29/5
6.2 Establishing professional goals and pursuing opportunities to grow professionally	4.88/5	4.25/5	4.33/5
6.3 Working with colleagues to improve professional practice	4.83/5	3.92/5	4.29/5
6.4 Balancing professional responsibilities and maintaining motivation	5.00/5	5.00/5	4.75/5

Secondary Education and World Languages 1A

1a. Content Knowledge

Praxis II Content Exams:

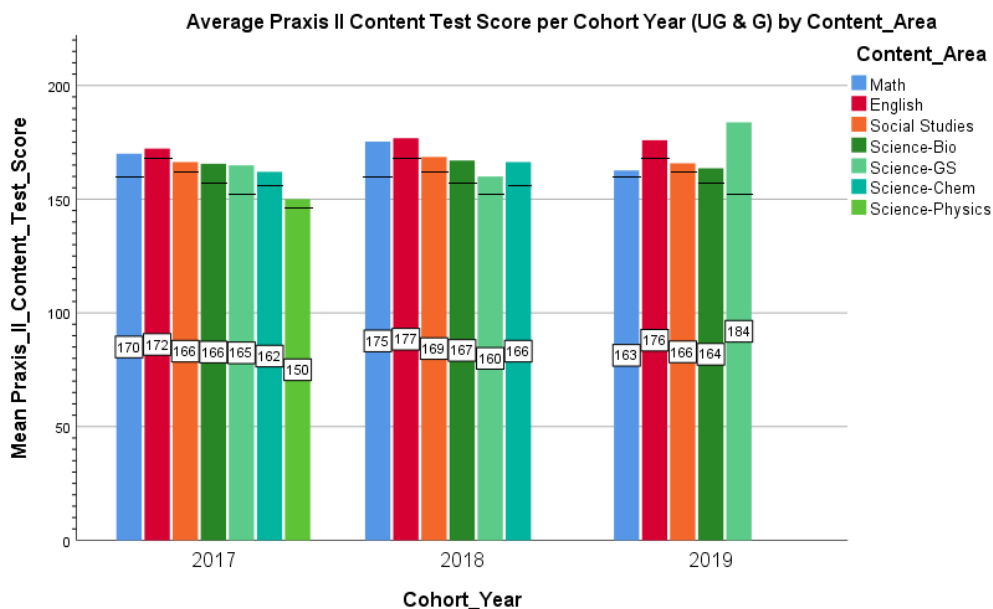
Overview: In each of the secondary education programs and world languages, candidates are required to meet or exceed the minimum score on at least one Praxis II content assessment, appropriate to their area of certification, to gain entry to student teaching.

The English Language Arts content test (#5039, minimum score 168) is aligned to the Common Core Content Standards for ELA and measures candidates' "skills and knowledge of concepts relevant to three categories: reading [...], use of English language [...], and writing, speaking, and listening" (ETS).

The Mathematics content test (#5161, minimum score 160) measures candidates' "mathematical knowledge and competencies necessary for a beginning teacher of mathematics" (ETS) and is aligned to both CCSS content and process standards.

The Social Studies content test (#5081, minimum score 162) is aligned to the NCSS National Standards for Social Studies Teachers and measures candidates' ability to "understand and apply social studies knowledge, concepts, methodologies, and skills across the fields of United States history; world history; government/civics/political science; geography; economics; and behavioral science fields" (ETS).

The science candidates must pass the Praxis II content test aligned to their area(s) of certification: Biology (#5235, minimum score 157), Chemistry (#5245, minimum score 156), Physics (#5265, minimum score 146), and General Science (#5435, minimum score 153). All of the science content Praxis II assessments are aligned to the National Science Education Standards and the National Science Teacher Association Standards. The content of each test measures candidates' knowledge of "fundamental concepts and processes" pertaining to the associated field (ETS).



*lines on the bars indicate the minimum pass score for each of the content areas.

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.

Since these data report on program completers in each year, all candidates will have passed these tests because this is a program requirement to participate in student teaching. Candidates that do not pass this test usually continue to attempt to pass it and frequently end up student teaching with the cohort of a subsequent year.

Up to this point we have not collected data on how many attempts candidates need to pass their required Praxis II content tests. As a team, we plan to look at this more closely in future years to determine what support might be needed. For example, with the change in test and increased minimum required score in mathematics starting in 2014, we noticed anecdotally that candidates began to experience more difficulty with passing this test. 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. Investigating test-attempt data may assist us in supporting more candidates toward successful completion of the program.

Content GPA Analysis:

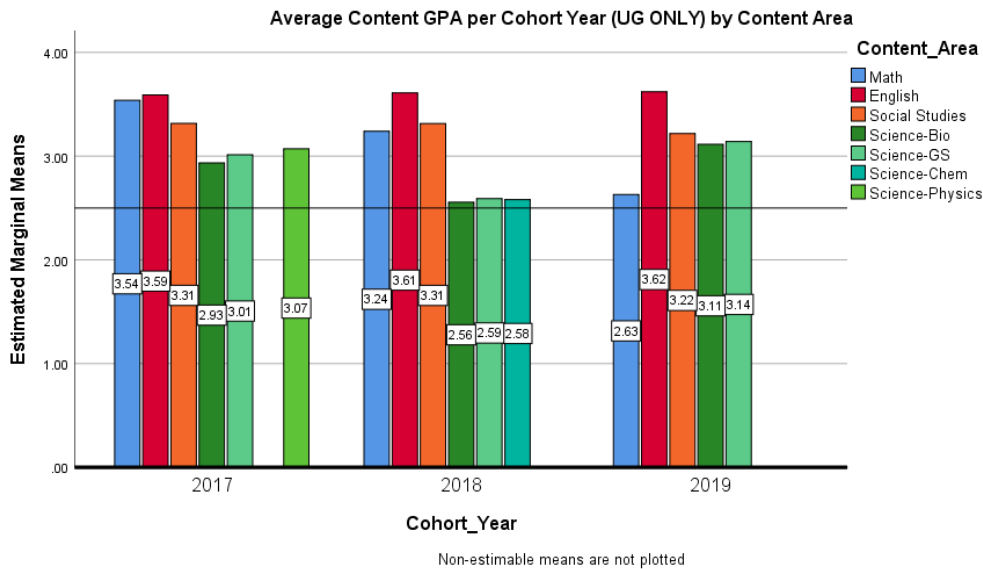
Overview: Undergraduate secondary education teacher candidates will earn a bachelor's degree and dual majors in secondary education and in their certification area(s). Candidates are required to have a content GPA of at least 2.5 in these courses upon admission to the program and also as a program completion requirement. Note, that this is a more rigorous requirement than the minimum 2.0 GPA for non-education majors in those same degree programs at URI.

Data Analysis: Data presented here is of program completers. Since the 2.5 content GPA is a requirement for student teaching and thus program completion, all candidates meet this requirement. We report content GPA data on undergraduate candidates only (thus N < 94) because graduate candidates enter the teacher preparation program with various qualifications in the content preparation and thus do not end up taking the same set of courses, which does not allow for a fair comparison.

Data Interpretation: As a general trend, content GPAs in STEM areas tend to be somewhat lower than in the humanities. However, this varies from year to year and therefore this conclusion is tentative and not necessarily helpful in making programmatic and instructional decisions. Each program coordinator works closely with the respective Arts and Science departments to assure the best possible experiences for the teacher education candidates. This is a long standing practice at URI.

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



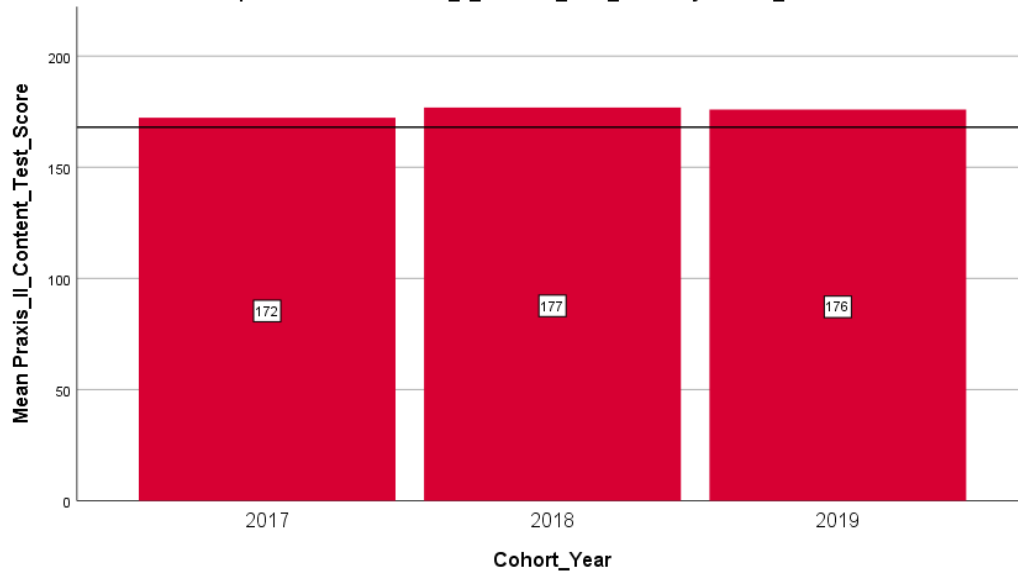
*line in graph indicates minimum required Content GPA (2.5)

English Secondary Education

Praxis_II_Content_Test_Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2017	4	172.25	3.862	1.931	166.10	178.40	168	176
2018	12	176.83	7.614	2.198	172.00	181.67	168	195
2019	14	175.93	7.898	2.111	171.37	180.49	164	187
Total	30	175.80	7.327	1.338	173.06	178.54	164	195

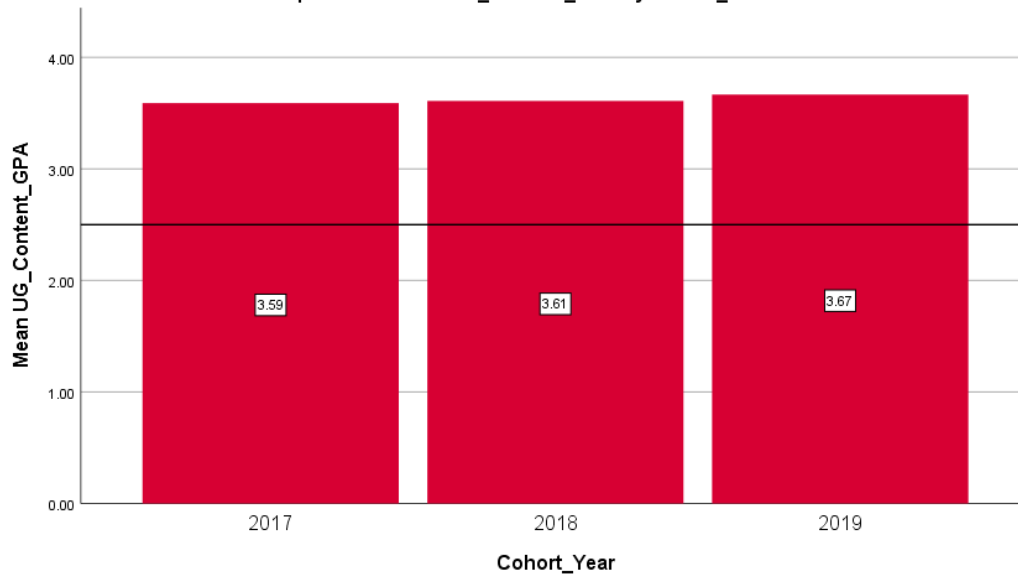
Simple Bar Mean of Praxis_II_Content_Test_Score by Cohort_Year



UG_Content_GPA

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2017	4	3.5900	.22076	.11038	3.2387	3.9413	3.39	3.90
2018	11	3.6091	.29710	.08958	3.4095	3.8087	3.16	4.00
2019	12	3.6667	.24810	.07162	3.5090	3.8243	3.19	4.00
Total	27	3.6319	.25819	.04969	3.5297	3.7340	3.16	4.00

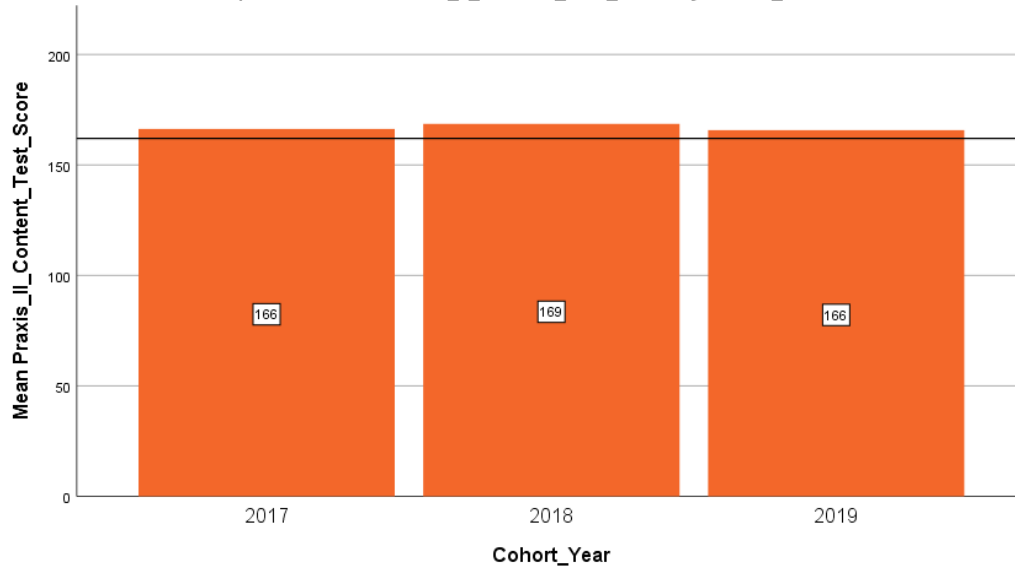
Simple Bar Mean of UG_Content_GPA by Cohort_Year



Praxis_II_Content_Test_Score

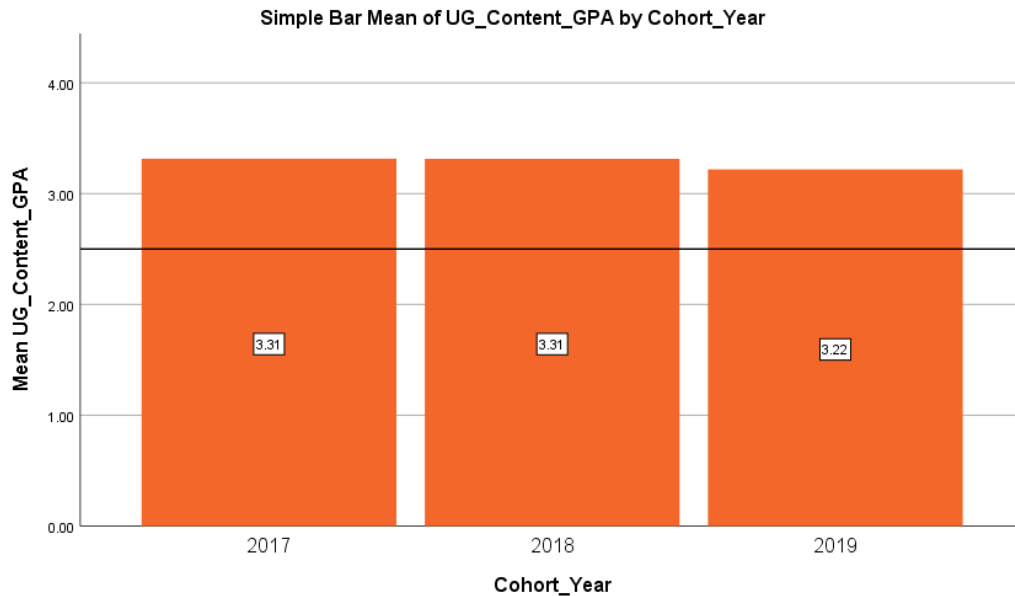
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2017	13	166.31	3.066	.850	164.46	168.16	163	173
2018	10	168.60	8.859	2.802	162.26	174.94	157	190
2019	4	165.75	4.924	2.462	157.91	173.59	160	172
Total	27	167.07	5.980	1.151	164.71	169.44	157	190

Simple Bar Mean of Praxis_II_Content_Test_Score by Cohort_Year



UG_Content_GPA

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2017	13	3.3146	.31074	.08618	3.1268	3.5024	2.92	3.83
2018	10	3.3140	.32356	.10232	3.0825	3.5455	2.70	3.61
2019	4	3.2175	.55102	.27551	2.3407	4.0943	2.74	3.82
Total	27	3.3000	.34215	.06585	3.1646	3.4354	2.70	3.83



Mathematics Secondary Education

Praxis II Score Analysis:

Overview: During this three-year period, 13 candidates completed this assessment successfully with mean scores that are well above the cut-off score (160). This is to be expected, because meeting this requirement is a prerequisite for student teaching and program completion. Therefore, program completers will have met this requirement.

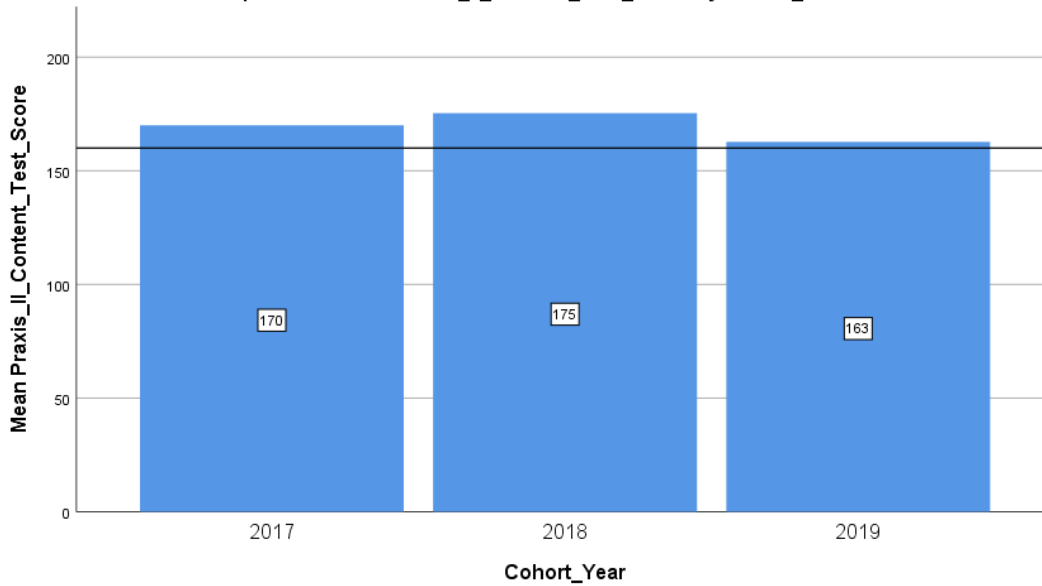
Data Analysis: From the data, one can see that candidates in this program exceeded the minimum score on average. With the change in test and increased minimum required score (2014-2015), candidates have experienced some difficulty with passing the test. Many of those who did pass and are program completers had to take the test at least two times. We have recognized this and started offering support for candidates through our course offerings. For example, in spring 2019 we offered a 1-credit course that met once a week focused on reviewing content and test-taking strategies with those candidates who intended to complete in spring 2020. This reduced the number of attempts needed on average for each candidate and increased the number of candidates passing this test prior to student teaching. In addition, we have increased the close advising of mathematics education candidates by their program coordinator on how to prepare for the Praxis II content test as well as the Praxis PLT test at least one year prior to the start of student teaching. This also has contributed to a higher passing rate prior to the start of the pre-student teaching semester.

Data reported on graduate candidates (N =2) that completed the program may indicate that they do appear to meet this requirement in one attempt in comparison to undergraduate candidates, who tend to need more than one attempt. One possible explanation is that these candidates take higher-level mathematics courses in addition to completing their mathematics certification requirements. This is a tentative interpretation since this subgroup is small.

Praxis_II_Content_Test_Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2017	7	170.00	10.116	3.823	160.64	179.36	160	188
2018	3	175.33	13.796	7.965	141.06	209.60	165	191
2019	3	162.67	2.517	1.453	156.42	168.92	160	165
Total	13	169.54	10.211	2.832	163.37	175.71	160	191

Simple Bar Mean of Praxis_II_Content_Test_Score by Cohort_Year



Subtest Praxis II Score Analysis:

Overview: In order to further assess candidates’ content knowledge, we examined the raw scores per subtest on the Praxis II mathematics content test (5161): *Number and Quantity, Algebra, Functions, and Calculus* (Subtest 1, 34 possible points) and *Geometry, Probability and Statistics, and Discrete Math* (Subtest 2, 16 possible points).

Because the total raw score from test-to-test does not equate necessarily to the same scaled score, dependent on the test version, we determined the mean deviation of each subset raw score to the upper bound of the reported subscore average performance ranges. These ranges were the same for each of the three years. This was calculated for 11 of the 13 candidates because subscore data for two candidates could not be retrieved for this report.

Data Analysis: First it must be noted that to pass this test candidates must perform at or near the upper bounds of the average performance ranges for each subtest. We found that our candidates on average exceeded the upper bound of the performance range for the first subtest relatively stronger than for the second subtest (see table of mean deviation from the upper bound below). Our candidates scored on average 14.7% higher than the upper bound for subtest 1 and 8.5% higher than the upper bound for subtest 2. Students do more coursework in the subtest 1 content areas in comparison to the subtest 2 content areas. This indicates to us that we need to seek ways to support our candidates in the preparation for the content of subtest 2 more closely.

Descriptive Statistics

	N	Mean
Subtest1_Dev	11	5.0000
Subtest2_Dev	11	1.3636
Valid N (listwise)	11	

Subtest 1: $5/34=14.7\%$

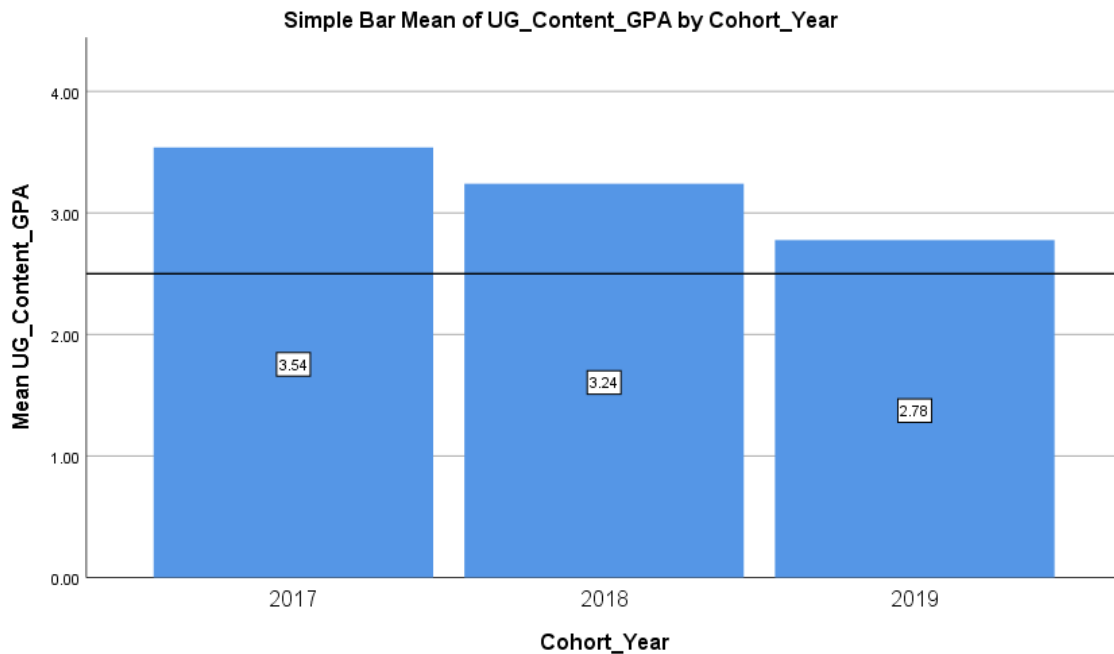
Subtest 2: $1.36/16=8.5\%$

Data Interpretation: In future analyses, we plan to collect attempt data. We plan to also analyze subtest data of candidates' attempts to further identify areas of need. This will assist our program with determining more fine grained where our candidates may need support in preparation for this content.

Math Undergraduate Content GPA Analysis:

UG_Content_GPA

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2017	6	3.5383	.28903	.11799	3.2350	3.8416	3.15	4.00
2018	2	3.2400	.14142	.10000	1.9694	4.5106	3.14	3.34
2019	3	2.7767	.26951	.15560	2.1072	3.4462	2.54	3.07
Total	11	3.2764	.41791	.12600	2.9956	3.5571	2.54	4.00



Mathematics: Pedagogical Content Knowledge (Pedagogical Content Knowledge (PCK) future Innovation)

Overview: While the AAQEP framework asks us to report on the various types of teacher knowledge (Content, Pedagogical, and Professional knowledge), we have been using and enhancing Deborah Ball’s framework of teacher knowledge areas and specific tasks associated with this framework to assess our candidates (Hill, Ball, & Schilling, 2008). We have been particularly interested in learning more about how our candidates develop Pedagogical Content Knowledge (PCK). In the secondary mathematics program, we have created a mathematics capstone course (MTH 420 Re-Examining Math Foundations for Teachers) in collaboration with the mathematics department that specifically aims at PCK by bringing the math content courses they have been taking in context with the secondary mathematics curriculum. This course is taking concurrently with the mathematics methods course, and a mathematics secondary curriculum course during the pre-student teaching semester. In the figure below, we are itemizing the assignments throughout the different courses that assess tasks of PCK. We do not have data collected on all of these assessments--only the mathematics capstone course’s mini lesson and the method’s course’s unit plan.

Data Analysis: We present data from a teaching presentation that each candidate has done in this course as evidence of development in specific PCK tasks. We have data for 2018 and 2019, since we did not conduct this assessment in years prior. Second, we have correlated items from the Final Evaluation of Student Teaching with specific knowledge domains and associated tasks of Ball’s framework (see table below).

Student Teaching Evaluation Criterion Mappings to PCK Tasks

Domain	Tasks	ST Eval Criterion
Knowledge of Content and Teaching (KCT)	Design of Instruction	1.2, 1.3, 1.4, 3.4, 3.5, 4.4, 4.5
	Sequencing of Topics	3.1, 3.2, 3.3, 3.4, 4.3, 4.5
	Selection of Examples	3.1, 3.3, 3.4
	Evaluate Different Representations of Topic	3.3, 3.4, 3.5, 4.5
	Use of Questioning	1.2
Knowledge of Content and Students (KCS)	Anticipate Student Thinking	1.1, 1.4, 3.1, 4.1
	Anticipate Potential Areas of Confusion or Difficulty	3.1, 3.2, 3.3, 3.5, 4.1
	Ways to Motivate Students	1.2, 1.3, 1.4, 3.5, 4.1, 4.4
	Hear and Interpret Students’ Thinking	1.2, 4.1, 4.5
Knowledge of Content and Curriculum (KCC)	Lateral Curriculum Vertical Curriculum	1.1, 3.2, 3.3, 4.2,
	Program/Instructional Materials	1.2, 3.5, 4.3
Content Knowledge		3.1, 3.3

- 1.1 Connecting students’ prior knowledge, life experience, and interests with learning goals
- 1.2 Using a variety of instructional strategies and resources to respond to students’ diverse needs
- 1.3 Facilitating learning experiences that promote autonomy, interaction, and choice

- 1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- 2.1 Creating a physical environment that engages all students
- 2.2 Establishing a climate that promotes fairness and respect
- 2.3 Promoting social development and group responsibility
- 2.4 Establishing and maintaining standards for student behavior
- 2.5 Planning and implementing classroom procedures and routines that support student learning
- 2.6 Using instructional time effectively
- 3.1 Demonstrating knowledge of subject matter content and student development
- 3.2 Organizing curriculum to support student understanding of subject matter
- 3.3 Interrelating ideas and information within and across subject matter areas
- 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter
- 3.5 Using materials, resources, and technologies to make subject matter accessible to students
- 4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing instructional activities and materials for student learning
- 4.4 Designing short-term and long-term plans to foster student learning
- 4.5 Modifying instructional plans to adjust for student needs
- 5.1 Establishing and communicating learning goals for all students
- 5.2 Collecting and using multiple sources of information to assess student learning
- 5.3 Involving and guiding all students in assessing their own learning
- 5.4 Using the results of assessment to guide instruction
- 5.5 Communicating with students, families, and other audiences about student progress " 6.1
Reflecting on teaching practice and planning professional development
- 6.2 Establishing professional goals and pursuing opportunities to grow professionally
- 6.3 Working with colleagues to improve professional practice
- 6.4 Balancing professional responsibilities and maintaining motivation "

The secondary team plans to use this classification as a way to analyze the development in PCK in all secondary education programs in future years.

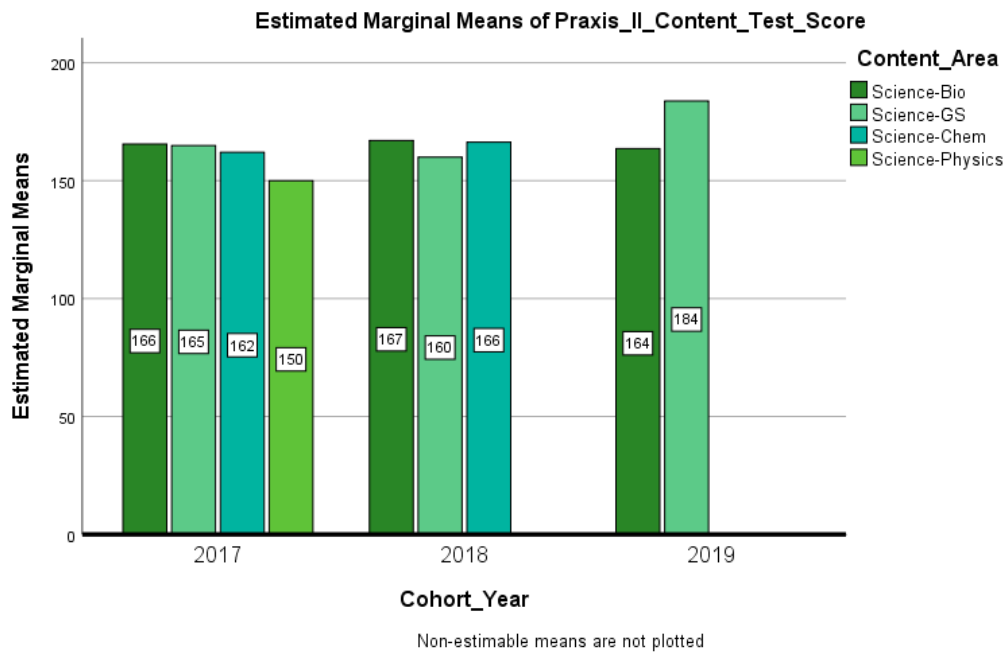
Third, we also have developed a PCK Inventory Instrument for secondary mathematics that was created by Dr. Nicole Hersey (2018). This inventory was first used in a dissertation study examining the PCK development of some of our mathematics education candidates from pre-student teaching to student teaching 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.

Sciences Secondary Education

Descriptive Statistics

Dependent Variable: Praxis_II_Content_Test_Score

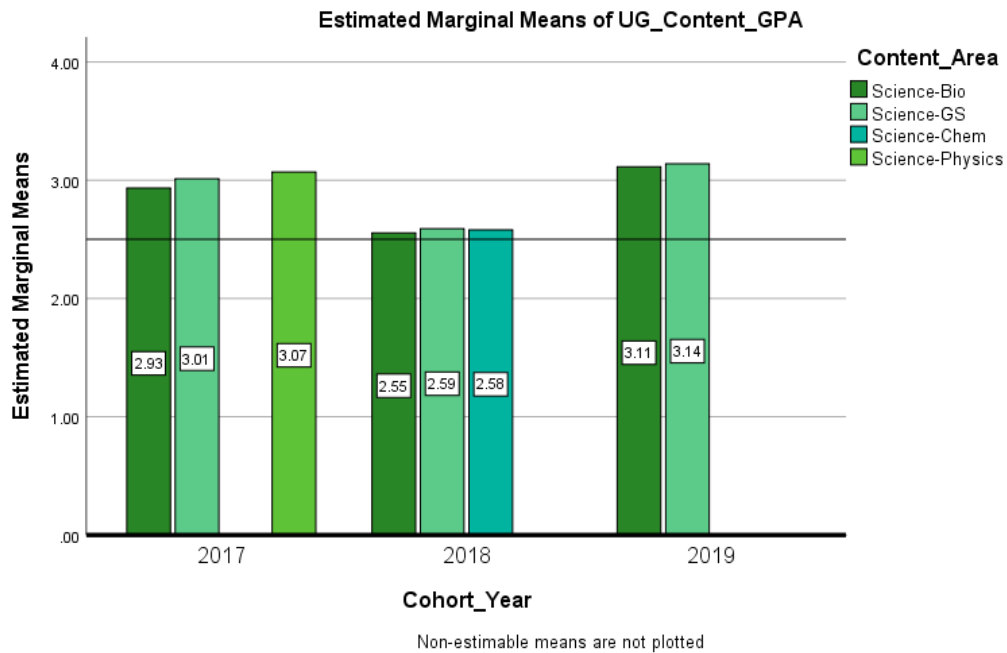
Content_Area	Cohort_Year	Mean	Std. Deviation	N
Science-Bio	2017	165.56	7.764	9
	2018	167.00	10.149	3
	2019	163.60	3.578	5
	Total	165.24	6.906	17
Science-GS	2017	164.86	10.699	7
	2018	160.00	8.485	2
	2019	183.80	41.704	5
	Total	170.93	26.372	14
Science-Chem	2017	162.00	.	1
	2018	166.33	18.824	3
	Total	165.25	15.521	4
Science-Physics	2017	150.00	.	1
	Total	150.00	.	1
Total	2017	164.22	9.059	18
	2018	165.00	12.271	8
	2019	173.70	29.867	10
	Total	167.03	17.806	36



Descriptive Statistics

Dependent Variable: UG_Content_GPA

Content_Area	Cohort_Year	Mean	Std. Deviation	N
Science-Bio	2017	2.9340	.43935	5
	2018	2.5550	.04950	2
	2019	3.1140	.38798	5
	Total	2.9458	.40724	12
Science-GS	2017	3.0125	.46507	4
	2018	2.5900	.	1
	2019	3.1400	.44294	4
	Total	3.0222	.43014	9
Science-Chem	2018	2.5800	.01414	2
	Total	2.5800	.01414	2
Science-Physics	2017	3.0700	.	1
	Total	3.0700	.	1
Total	2017	2.9790	.40054	10
	2018	2.5720	.03033	5
	2019	3.1256	.38604	9
	Total	2.9492	.39782	24



1a. Pedagogical Knowledge

Praxis II PLT:

Overview: In each of the secondary education programs, candidates are required to meet or exceed the minimum score on the Praxis II: Principles of Learning and Teaching (#5624, minimum score 157) as a prerequisite to student teaching. Since the data below report on program completers, all candidates have met this requirement. This assessment measures candidates' knowledge of "human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues" (ETS). In the future, we plan to collect and analyze subtest score data to further assess candidates' pedagogical knowledge.

PLT_Score

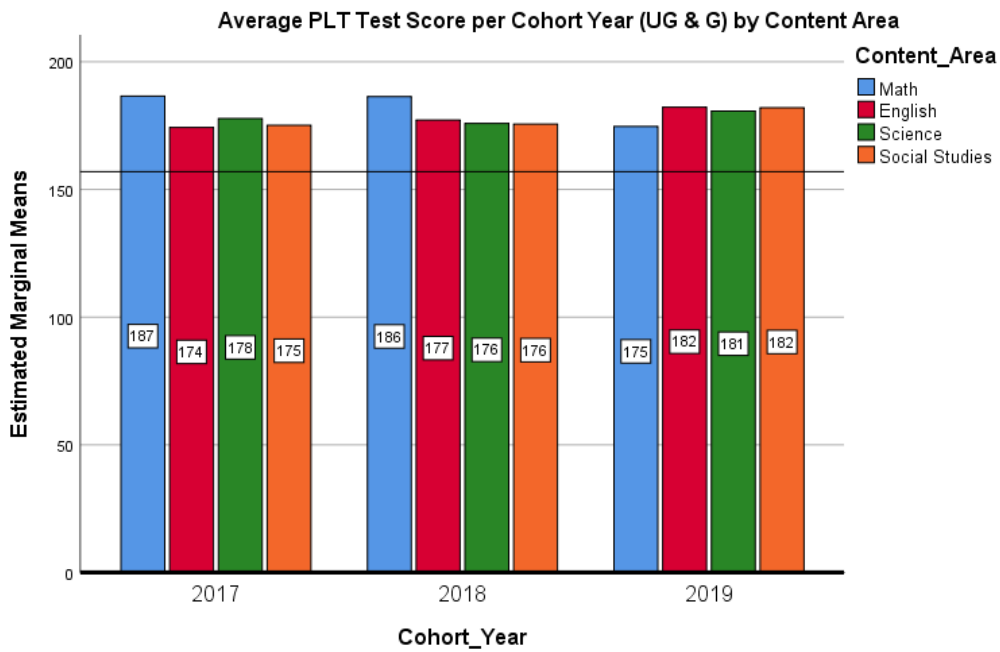
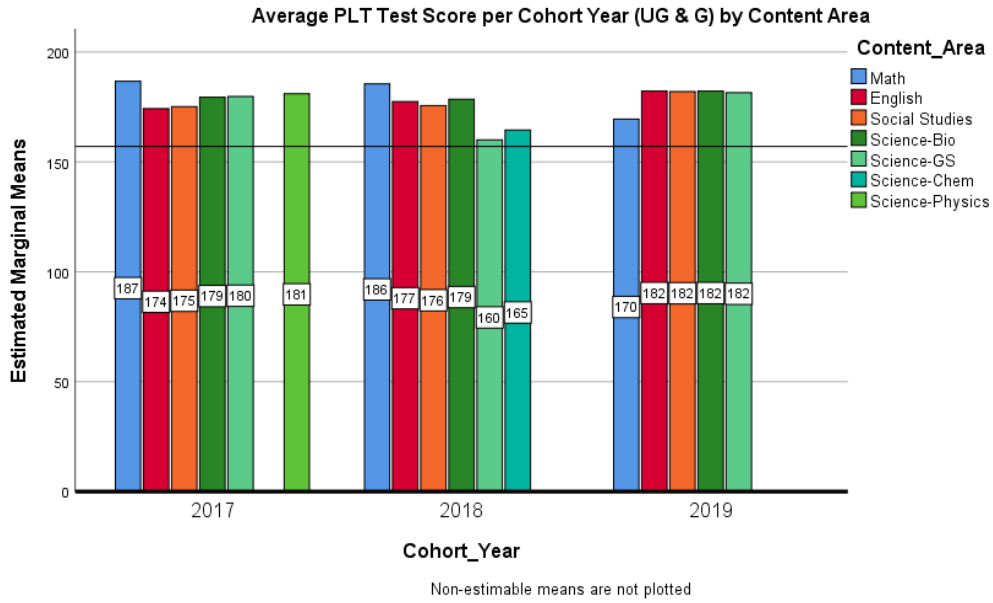
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2017	36	178.14	8.128	1.355	175.39	180.89	163	191
2018	31	177.29	10.169	1.826	173.56	181.02	157	195
2019	27	181.00	7.463	1.436	178.05	183.95	167	194
Total	94	178.68	8.724	.900	176.89	180.47	157	195

No statistically significant difference between cohort year scores on PLT (UG & G)

PLT_Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Math	13	183.77	6.784	1.882	179.67	187.87	167	190
English	30	179.13	8.835	1.613	175.83	182.43	162	194
Science	24	178.00	8.273	1.689	174.51	181.49	160	191
Social Studies	27	176.33	9.169	1.765	172.71	179.96	157	195
Total	94	178.68	8.724	.900	176.89	180.47	157	195

No statistically significant difference between content areas scores on PLT (UG & G)



*line in graph indicates minimum required PLT Score (157)

EDC GPA Analysis:

EDC GPA is calculated from the required program courses taken by both undergraduate and graduate students. Minimum required for clearance and graduation is a 2.5.

EDC_GPA

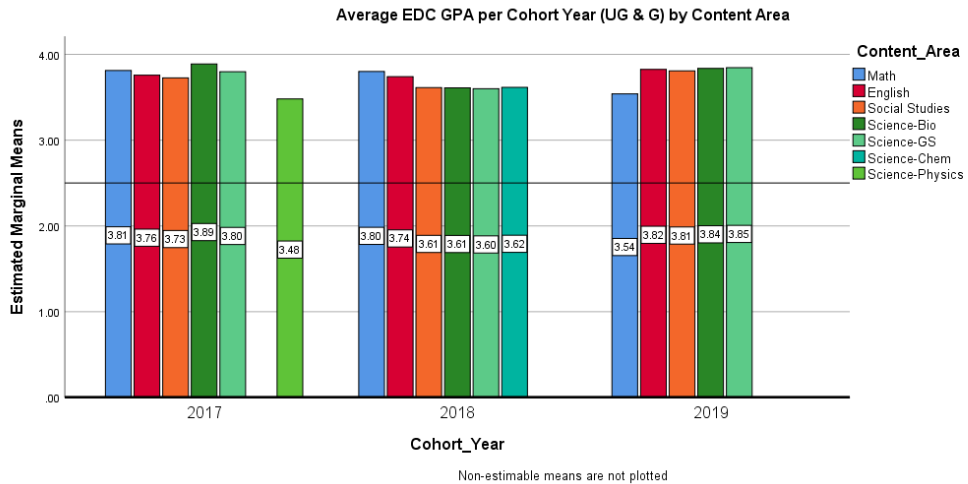
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
2017	36	3.7692	.23446	.03908	3.6898	3.8485	3.28	4.00
2018	31	3.7139	.24721	.04440	3.6232	3.8045	2.98	4.00
2019	27	3.8163	.17462	.03361	3.7472	3.8854	3.49	4.00
Total	94	3.7645	.22488	.02319	3.7184	3.8105	2.98	4.00

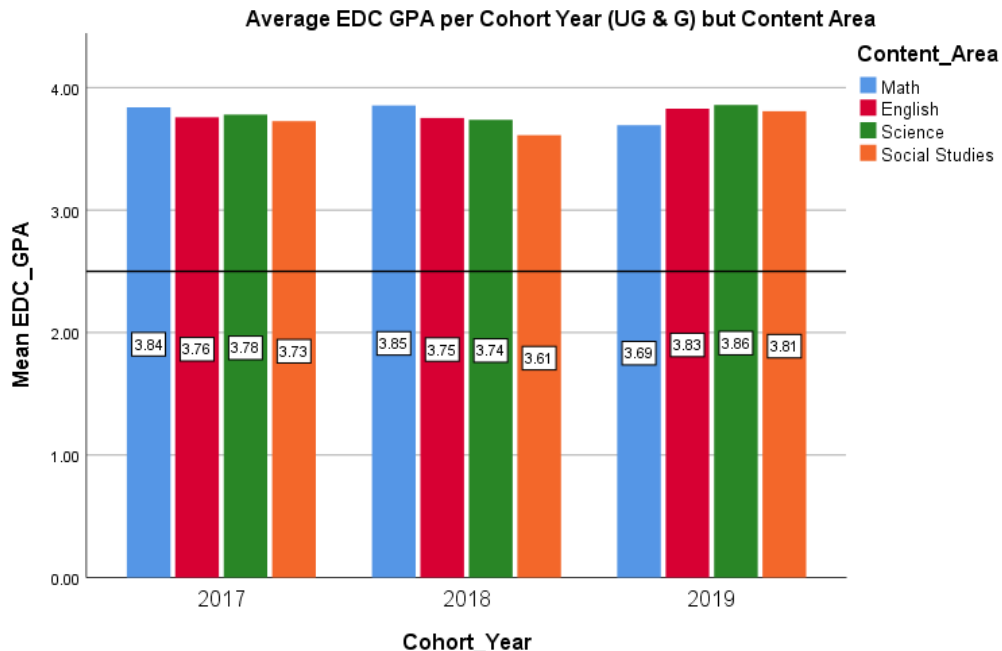
No statistically significant difference between cohort year scores on EDC GPA

EDC_GPA

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Math	13	3.8085	.23115	.06411	3.6688	3.9481	3.43	4.00
English	30	3.7880	.20307	.03708	3.7122	3.8638	3.34	4.00
Science	24	3.7888	.21642	.04418	3.6974	3.8801	3.28	4.00
Social Studies	27	3.6956	.24842	.04781	3.5973	3.7938	2.98	4.00
Total	94	3.7645	.22488	.02319	3.7184	3.8105	2.98	4.00

No statistically significant difference between content area scores on EDC GPA





*line in graph indicates minimum required EDC GPA (2.5)

1a. Professional Knowledge

Final High School Student Teaching Evaluation by University Supervisor (US) and Cooperating Teacher (CT):

Overview: Professional knowledge is developed in many aspects of the secondary education programs, but most strongly during the clinical experiences of which there are four during the professional sequence (year 1 - semester 1, a practicum in an exemplary middle school; year 1 - semester 2, a practicum in a high school with a significant English Language learner population; year 2 - semester 1, pre-student teaching in the same middle school and/or high school where student teaching will be done; and year 2 - semester 2, full-time student teaching for 12 weeks). While we assess teacher candidates' progress at all stages of their development, we most explicitly do this using items in our Final Evaluation of Student Teaching. The exact same instrument is used by both the University Supervisor and the Clinical Educator.

Cooperating teachers have a broader set of continuous experiences with student teachers, while college supervisors base their judgments on snapshot experiences such as observations and submitted reflections. Both supervisors and cooperating teachers participate in tuning protocols for interpreting the rubric reliably. However, it does occur on occasion that cooperating teachers do not feel student teachers can perform higher than "meeting the standard." Therefore, we have chosen to include the evaluations done by the supervisors to balance this notion of novice performance limits.

In all programs in the School of Education, teacher candidates must be scored at a 3 (meet the standard) for each item in the final evaluation of student teaching. Cooperating teachers do not consistently adhere to this agreement. This can be noted from the data table below where for several of the items the CTs lowest score is below 3 and for supervisors the score is consistently at 3. Again it is important to juxtapose these two judgements in the context of assessment agreements and practical opportunities to attain a score of 3.

Because not all our candidates do student teaching in a middle school we have chosen to report on the high school cooperating teachers' evaluations over the period of this report. The items we report data on are as follows, using item numbering from the final evaluation tool. These items describe tasks, actions, and dispositions that indicate professional knowledge in our teacher education framework.

- 5.5 Communicating with students, families, and other audiences about student progress
- 6.1 Reflecting on teaching practice and planning professional development
- 6.2 Establishing professional goals and pursuing opportunities to grow professionally
- 6.3 Working with colleagues to improve professional practice
- 6.4 Balancing professional responsibilities and maintaining motivation

Final High School Student Teaching Evaluation by University Supervisor (US) and Cooperating Teacher (CT) Data

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
US_Indicator_5.5	94	3.00	5.00	3.6138	.68621
CT_Indicator_5.5	94	3.00	5.00	4.0505	.72825
US_Indicator_6.1	94	3.00	5.00	4.0707	.75993
CT_Indicator_6.1	94	2.50	5.00	4.3617	.76956
US_Indicator_6.2	94	3.00	5.00	4.0707	.78817
CT_Indicator_6.2	94	2.00	5.00	4.1915	.81272
US_Indicator_6.3	94	3.00	5.00	4.0824	.79821
CT_Indicator_6.3	94	2.50	5.00	4.3803	.79458
US_Indicator_6.4	94	3.00	5.00	4.2654	.79339
CT_Indicator_6.4	93	2.00	5.00	4.4892	.72972
Valid N (listwise)	93				

Data Analysis: For each of the five items the CTs rated student teachers higher on average. This is understandable, because, as we stated above, cooperating teachers have a more continuous ongoing set of experiences on which to base their judgement. In indicators 6.1 - 6.4 both supervisors and cooperating teachers rated student teachers consistently above the standard (level 4). For indicator 5.4 there is a level discrepancy between supervisors and cooperating teachers. However, the ratings of the cooperating teachers appear to be founded on a more reliable set of data.

Data Interpretation: The secondary team believes that this is ample evidence that our teacher candidates develop significant and practically useful professional knowledge that prepares them well to start their first employment as a teacher. As discussed above, the PLT measures candidates' knowledge of "human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues" (ETS). In the future, we plan to collect and analyze subtest score data to further assess candidates' professional knowledge.

World Languages 1A

1a. Pedagogical Knowledge

PLT Exam:

Overview: Candidates in World Language education receive certification for grades K-12. RIDE requires that all teacher candidates complete a BA or its equivalent in that particular discipline for certification. Accordingly, all undergraduate candidates complete the BA in the Language and all courses for the BA in Education. The School of Education (SOE) oversees the Foreign Language Education Program, which is jointly administered by SOE faculty and faculty in the Department of Modern and Classical Languages and Literatures in the College of Arts and Sciences and leads to certification in French, Spanish, German, Italian, Latin and Chinese. Undergraduates seeking initial Rhode Island licensure to teach grades K-12 complete a Bachelor of Arts Degree with double major in Education and the Language. Graduate students enroll in the Masters of Arts / Teacher Certification Program (MATCP) and typically have already completed the BA in the language or its equivalent.

Candidates in our program during this 3 year period were required to take the Principles of Learning & Teaching 7-12 (#5624) exam and obtain a passing score of at least 157. Since September 2021, and since the RI Department of Education has changed its requirements, they have the option of taking either the PLT exam or the Principles of Learning & Teaching K-6 (5622). The passing score for this last test is 160. The following table gives an overview of the scores that our candidates received in these exams during the 2017-2019 period.

Table 1 *World Languages PLT Licensure Test Scores #5622_K-6_2017-2019_Cutoff=160*

Cohort Year	N	Range	Minimum	Maximum	Mean	SD
2016-2017	4	17	171	188	179.25	7.79
2017-2018	4	20	169	189	179.25	7.49
2018-2019	4	18	168	186	178.75	7.04

Data Analysis: All candidates have successfully passed the exam, however we have not kept track of how many times the candidates had to take the exam in order to obtain passing scores. The means are all between 8 and 10 points above the minimum required passing scores. The ranges are quite widespread and performance varied significantly given the low N or test takers.

Data Interpretation: we have ample evidence that our teacher candidates develop significant and practically useful professional knowledge that prepares them well to start their first employment as a teacher. As discussed above, the PLT measures candidates' knowledge of "human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues" (ETS).

1a. Content Knowledge

Grade Point Average (GPA) in discipline-specific courses, ACTFL's Oral Proficiency Interviews (OPI or OPI-C) and/or ACTFL's Writing Proficiency Test

Overview: By the time University of Rhode Island World Language Education initial licensure candidates complete our program, they demonstrate strong content knowledge. Assessment measures include Grade Point Average (GPA) in discipline-specific courses, ACTFL's Oral Proficiency Interviews (OPI or OPI-C) and/or ACTFL's Writing Proficiency Test. In order to graduate from any of URI's language programs, candidates need to obtain a GPA of at least 2.50. In the case of the Spanish major, candidates need to maintain a minimum grade point average of 2.50 in Spanish major coursework. Our candidates' GPA scores for the 2017-19 period have been significantly higher than those requirements.

Table 2 *World Languages_ Overall Undergraduate_Overall GPA_2017-2019*

Cohort Year	N	Range	Minimum	Maximum	Mean	SD
2016-2017	2	1.23	2.76	3.99	3.38	.87
2017-2018	3	.50	3.11	3.61	3.36	.25
2018-2019	3	.87	2.86	3.73	3.32	.44

Data Analysis: Data presented here is of program completers. All candidates obtained GPA averages higher than 2.50, successfully meeting student teaching and URI's graduation requirements. We report content GPA data on undergraduate candidates only (thus N=8) because graduate candidates enter the teacher preparation program with various qualifications in the content preparation and thus do not end up taking the same set of courses, which does not allow for a fair comparison. The ranges are quite widespread and performance varied significantly given the low N.

Data Interpretation: Of the 2017-2019 candidates, the overall mean content GPA did not undergo a significant variation (3.38, 3.36, and 3.32), which indicates cohorts had similar academic performance over this three year span. Given the low N, these results should be taken with a grain of salt, as any outlier could strongly influence the mean. The GPA averages reported before do not reflect the specific grades that students obtained in the target language coursework, but the grades that our candidates obtained in all courses taken at URI (EDC major, Language specialization, General Education courses, etc.). We plan to systematically collect the GPA on the Target Language coursework, so students can be subsequently monitored and advised more effectively.

The RI Department of Education requires that candidates applying for the certification meet the Professional Competencies of Rhode Island Professional Teaching Standards (RIPTS) and the Content Competencies as prescribed by the American Council for the Teaching of Foreign Languages (ACTFL). In order to demonstrate their competence in their content area, RIDE requires that candidates take the state-required Praxis Subjects. When such tests are not available for a particular language, candidates need to demonstrate their language proficiency by reaching a rating of at least Advance Low level in the ACTFL Oral Proficiency Interview (OPI / OPI-C).

Table 3

Language	Test	Passing score
Chinese (Mandarin)	Chinese (Mandarin) World Language (5665)	164
French	French World Language (5174)	162
German	German World Language (5183)	163
Latin	Latin (5601)	161
Spanish	Spanish World Language (5195)	168
All other WL	Oral Proficiency Interview (OPI / OPI-C)	Advanced Low

In the following tables we present the result that the candidates that graduated from our French, Latin & Spanish programs in the 2017-2019 period obtained (Note: we did not have any candidates graduating from the German World Language program. It includes data only from candidates that graduated from our undergraduate program, not from our MATCP program. There is no Italian Praxis II Test.).

Table 4 World Languages Praxis II Test Scores French #5174 2017-2019 Cutoff=162

Cohort Year	N	Range	Minimum	Maximum	Mean	SD
2016-2017	1	N/A	173.00	173.00	173.00	N/A
2017-2018	1	N/A	162.00	162.00	162.00	N/A
2018-2019	0	N/A	N/A	N/A	N/A	N/A

Table 5 World Languages Praxis II Test Scores Spanish #5195 2017-2019 Cutoff Score=168

Cohort Year	N	Range	Minimum	Maximum	Mean	SD
2016-2017	2	5.00	172.00	177.00	174.50	3.54
2017-2018	1	N/A	178.00	178.00	178.00	N/A
2018-2019	2	0.00	172.00	172.00	172.00	N/A

Table 6 World Languages Praxis II Test Scores_Latin_#5601_2017-2019_Cutoff Score=161

Cohort Year	N	Range	Minimum	Maximum	Mean	SD
2016-2017	0	N/A	N/A	N/A	N/A	N/A
2017-2018	0	N/A	N/A	N/A	N/A	N/A
2018-2019	1	N/A	174.00	174.00	174.00	N/A

The requisites of our program regarding proficiency are stricter than those of the RIDE; our candidates cannot complete their student teaching if they do not reach the Advance Low proficiency level in the target language. To obtain an ACTFL proficiency rating of Advance Low, a candidate must perform at the Advance level, albeit minimally. This means that s/he can narrate in all the major time frames (past, present, future) about familiar topics and about current events and issues that affect their communities. They can communicate easily in informal situations and can also successfully do so in some formal contexts. Their discourse normally characterizes for a paragraph length and can successfully communicate even when presented with a complication or an unexpected event. Native speakers unaccustomed to dealing with non-natives can understand them.

Teaching for proficiency is one of the critical initiatives of the Department of Modern and Classical Languages and Literatures. All our language specific upper level courses are taught exclusively in the target language. Since the year 2006, all World Language Education candidates are required to take the OPI/OPI-C and the WPT (Note: foreign nationals who have completed their undergraduate studies in their home country in the target language are still required to take the OPI/ OPI-C, but are exempt from taking the WPT. From Sept. 2021 on candidates will be required to take the OPI/OPI-C; taking the WPT will become optional). In the following table, we present the ACTFL ratings that our students received in the 2017-19 period (Note: students in the Latin program do not take an OPI / OPI-C obviously).

YEAR	Intermediate High	Advanced Low	Advanced Mid	Advanced High	Superior
2017	N/A	2	N/A	N/A	2
2018	N/A	3	N/A	N/A	N/A
2019	N/A	3	N/A	N/A	N/A

Data Analysis: Data presented here is of program completers. 8 of the candidates reached at the Advance Low level, while two candidates reached the Superior level were native/heritage speakers of the language. We report content GPA data on undergraduate candidates only (thus N=8) because graduate candidates enter the teacher preparation program with various qualifications in the content preparation and thus do not end up taking the same set of courses, which does not allow for a fair comparison. The ranges are quite widespread and performance varied significantly given the low N.

Data Interpretation: So far, we have not kept track of how many times the candidates had to take the exam in order to obtain passing scores. We have observed that candidates that are native / heritage speakers of the target language tend to perform better than candidates that learn the target language as a second / third language. There seems to be also a relationship between candidates that had the opportunity to spend time abroad and those who did not (in the past candidates that were not native / heritage speakers and did not spend time abroad had a lot of difficulties to obtain the AL rating and in some cases were not able to student teach -and consequently graduate- from our program). Since 2018, the Language Department has been focusing more on teaching for proficiency. It will be interesting if such initiative translates to higher proficiency levels in our candidates.

1a. Professional Knowledge

World Languages Final High School University Supervisor and Cooperating Teacher Evaluation:

Overview: Professional knowledge is developed in many aspects of the Secondary Education (World Language track) Programs, but most strongly during the clinical experiences of which there are four during the professional sequence (year 1 - semester 1, a practicum in an exemplary middle school; year 1 - semester 2, a practicum in a high school with a significant English Language learner population; year 2 - semester 1, pre-student teaching in the same middle school and/or high school where student teaching will be done; and year 2 - semester 2, full-time student teaching for 12 weeks). While we assess teacher candidates' progress at all stages of their development, we most explicitly do this using items in our Final Evaluation of Student Teaching. The exact same instrument is used by both the University Supervisor and the clinical educator.

Cooperating teachers have a broader set of continuous experiences with student teachers, while college supervisors base their judgments on snapshot experiences such as observations and submitted reflections. Both supervisors and cooperating teachers participate in tuning protocols for interpreting the rubric reliably. However, it does occur on occasion that cooperating teachers do not feel student teachers can perform higher than "meeting the standard." Therefore, we have chosen to include the evaluations done by the supervisors to balance this notion of novice performance limits.

Data Analysis: In all programs in the School of Education, teacher candidates must be scored at a 3 (meet the standard) for each item in the final evaluation of student teaching. Cooperating teachers do not consistently adhere to this agreement. This can be noted from the data table below where for several of the items the CTs lowest score is below 3 and for supervisors the score is consistently at 3. Again it is important to juxtapose these two judgements in the context of assessment agreements and practical opportunities to attain a score of 3.

Data Interpretation: Although graduates from the World Language Education track receive a K-12 certification, it is not always possible for all of them to complete practicums at the K-8 levels. Unfortunately, some languages are not taught at the K-8 levels in the state of RI (German is not taught at the K-8 level, Latin is not taught at the K-6 level, etc.). Consequently, because not all our candidates do student teaching at the K-12 levels, we have chosen to report on the high school cooperating teachers' evaluations over the period of this report. The items we report data on are as follows, using item numbering from the final evaluation tool. These items describe tasks, actions, and dispositions that indicate professional knowledge in our teacher education framework.

- 5.5 Communicating with students, families, and other audiences about student progress
- 6.1 Reflecting on teaching practice and planning professional development

- 6.2 Establishing professional goals and pursuing opportunities to grow professionally
- 6.3 Working with colleagues to improve professional practice
- 6.4 Balancing professional responsibilities and maintaining motivation

World Languages Final High School Cooperating Teacher Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
5.5 Communicating with students, families, and other audiences about student progress	2016-2017 All Grades Foreign Language	6	3.50/5	3	0.84
6.1 Reflecting on teaching practice and planning professional development	2016-2017 All Grades Foreign Language	6	4.17/5	4	0.41
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2016-2017 All Grades Foreign Language	6	3.83/5	4	0.75
6.3 Working with colleagues to improve professional practice	2016-2017 All Grades Foreign Language	6	3.67/5	4	0.52
6.4 Balancing professional responsibilities and maintaining motivation	2016-2017 All Grades Foreign Language	6	3.67/5	4	0.52
5.5 Communicating with students, families, and other audiences about student progress	2017 - 2018 All Grades Foreign Language	4	3.75/5	4	1.26
6.1 Reflecting on teaching practice and planning professional development	2017 - 2018 All Grades Foreign Language	4	4.00/5	4	0.82
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2017 - 2018 All Grades Foreign Language	4	4.00/5	4	0.82
6.3 Working with colleagues to improve professional practice	2017 - 2018 All Grades Foreign Language	4	3.75/5	4	1.26
6.4 Balancing professional responsibilities and maintaining motivation	2017 - 2018 All Grades Foreign Language	4	4.00/5	4	0.82
5.5 Communicating with students, families, and other audiences about student progress	2018 - 2019 All Grades Foreign Language	4	3.25/5	3	0.5
6.1 Reflecting on teaching practice and planning professional development	2018 - 2019 All Grades Foreign Language	4	3.50/5	3.5	0.58
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2018 - 2019 All Grades Foreign Language	4	3.75/5	4	0.5
6.3 Working with colleagues to improve professional practice	2018 - 2019 All Grades Foreign Language	4	4.00/5	4	0.82
6.4 Balancing professional responsibilities and maintaining motivation	2018 - 2019 All Grades Foreign Language	4	3.50/5	3.5	0.58

Average of 15 Criterion Average			3.76/5 (75.11%)		
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By the time of graduation, World Language candidates' professional preparation is solid, practical and relevant, as demonstrated by their results in the Praxis exam, the evaluations of their practicum experiences and the scores they receive in their Final High School Cooperating Teacher Evaluation. The grades on the content knowledge tests (Praxis II) and their GPA's are indicators that their knowledge of the target language and cultures is satisfactory. Graduates from our program surpass in every category the requirements set by RIDE and meet the standard benchmarks.

We face two major challenges. One has to do with the level of oral proficiency that our candidates reach as tested by the OPI. For candidates that are not native / heritage speakers of the target language or that do not have the opportunity to spend a significant amount of time in an immersion program in a country where the target language is spoken, it is difficult to obtain the advanced-low oral proficiency level. This means that some candidates that come from economically disadvantaged backgrounds face additional challenges to graduate from our program.

Our biggest challenge is the small size of our program. There is a major shortage of World Languages teachers in Rhode Island and nationally. Unfortunately, the number of students that decide to complete a language major is declining both nationally and at URI (we have a 25% decline in the number of language majors in the 2018-21 period). We need to find innovative ways to increase the number of teacher candidates in this program.

THE CASE FOR STANDARD ONE: CANDIDATE/COMPLETER PERFORMANCE

STANDARD 1B: Learners; learning theory, including social, emotional, and academic dimensions; and application of learning theory

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Early Childhood 1B

1b. Learners, Learning Theory, and Applications

Candidates' knowledge and skills are enhanced during their pre-student teaching and student teaching field experience so **Learners, Learning Theory, and Applications** were assessed based on:

- (1) the pre-student teaching final evaluation in TaskStream (EDC 350)
- (2) EDC 350 self-reflection journal
- (3) the Clinical Educator Final Evaluation for EDC 484
- (4) the University Supervisor Final Evaluation for EDC 484

1. Description of Assessment: EDC 350 Final Assessment

Data Overview: The learners, learning theory, and applications of learning theory are tracked carefully on TaskStream during the candidate's EDC 350 (Primary School Practicum) and EDC 484 (Supervised Student Teaching) practica that are all accompanied by related three-credit methods courses. Teaching candidates are tracked at the end of these practica by their clinical educators. The two practica named above involve the candidate devoting 36 hours in a weekly public school setting (EDC 350, EDC 484).

Data Analysis: Using feedback data from our clinical educators for EDC 350, seven of the ten examined areas on the EDC 350 Final Evaluation demonstrated positive trends for our teaching candidates. The areas indicating the most significant growth over the four-year period are the following: 1. General Knowledge to Begin Teaching: Increased from 2.46/3 to 2.65/3; 2. Student Teaching that Reflects Understanding of the Diversity of Learners/Making Appropriate Accommodations: Increased from 2.5/3 to 2.8/3; 3. Classroom Management/Promoting Healthy Social Engagement increased from 2.3/3 in 2015 to 2.46/3 in 2017 to 2.75/3 in 2019; 4. Communicating Effectively increased steadily from 2.28/3 in 2015 to 2.55/3 in 2017 to 2.50/3 in 2019; 5. Maintaining Professional Standards in Interactions rose steadily from 2.38/3 in 2015 to 2.53/3 in 2017 to 2.7/3 in 2019. 7. Promoting Critical Thinking rose from 2.19/3 to 2.35/3. Finally, Recommendation for Teaching rose from 2.8/3 to 3.0/3 during the four-year period, indicating a 100% degree of readiness for all candidates for student teaching as determined by the clinical educator following the 36-hour fall semester practicum prior to student teaching.

Data Interpretation: On the EDC 350 Final Evaluation, the candidate's Ability to Accurately Assess Student Learning decreased slightly in the four-year period, with a score of 2.45/3 in 2015 and a score of 2.33/3 in 2019. Given the fact that candidates enroll in a course in Assessment prior to taking EDC 350, complete a comprehensive Formal and Informal Assessment of Student Learning during EDC 426/350, and learn to create a variety of teacher rubrics and students' self-evaluation tools, the ECE professors will examine the possible reasons for the slight decline in their EDC 350 scores and compare their 2015 scores on this item with their scores during EDC 484, Supervised Student Teaching, in order to further investigate trends in assessment scores.

Despite its increase from 2.19/3 to 2.35/3 during the four-year period, the criterion of Critical Thinking and Problem Solving, while still above average, is lower than the other criteria. Therefore, the ECE professors will work closely with the EDC 350 students in the related method course, EDC 426, as well as in earlier methods courses (EDC 301 and EDC 303) to provide more exposure to and practice with critical thinking and problem solving.

The other two areas examined on the EDC 350 Final Assessment Tool (Designing Instruction and Parent/Colleague Communication) remained consistent across the four-year period at 2.65/3

points. Final tabulations of 30 criteria over four years revealed a criteria average of 2.53/3 (84.39%); an average of 370 scores revealed an average of 2.52/3 (83.94%).

In order to address the lower scores on Critical Thinking and Problem Solving, ECE professors will carefully monitor students' in-class presentations and their lesson plan and thematic unit requirements in EDC 426 to ensure that these major assignments include opportunities for higher level thinking and problem solving.

The other two areas examined on the EDC 350 Final Assessment Tool (Designing Instruction and Parent/Colleague Communication) remained consistent across the four-year period at 2.65/3 points. Final tabulations of 30 criteria over four years revealed a criteria average of 2.53/3

Early Childhood EDC 350 Field Evaluation Data 2017-2019

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
During your interactions with and observations of your teacher candidate, do you believe that his or her general knowledge is adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.46/3	2	0.5
During your interactions with and observations of your teacher candidate, do you believe that she or he can design instruction at a level adequate to begin student teaching that meets the cognitive, social, and personal needs of students and is developmentally appropriate?	2015-2017 Early Childhood Education	18	2.65/3	3	0.49
During your interactions with and observations of your teacher candidate, do you believe that he or she can design instruction at a level adequate to begin student teaching that reflects an understanding of the diversity of learners and how to make appropriate accommodations?	2015-2017 Early Childhood Education	18	2.51/3	2.75	0.5
During your interactions with and observations of your teacher candidate, do you believe that he or she can create instructional opportunities that encourage students' development of critical thinking, problem solving, and performance skills at a level adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.19/3	2	0.51
During your observations of your teacher candidate working with students, do you believe that she or he has the ability, at a level adequate to begin student teaching, to manage the classroom, encourage appropriate behavior and healthy social interactions, and create a	2015-2017 Early Childhood Education	18	2.31/3	2	0.67

learning environment that engages and motivates students?					
During observations of your teacher candidate's interactions with colleagues and parents, do you believe that he or she is an effective collaborator at a level adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.65/3	3	0.49
During your interactions with and observations of your teacher candidate, do you believe that she or he communicates effectively in the classroom using a variety of strategies at a level adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.37/3	2	0.47
During your interactions with and observations of your teacher candidate, do you believe that he or she has demonstrated the ability to accurately assess student learning at a level adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.28/3	2	0.45
In observing your teacher candidate, does he or she maintain professional standards in interactions with students, colleagues, and parents at a level adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.38/3	2	0.48
Do you recommend this candidate for student teaching? Please leave detailed comments on teacher candidate if recommending "yes with reservations" or "no"	2015-2017 Early Childhood Education	18	2.81/3	3	0.39
During your interactions with and observations of your teacher candidate, do you believe that his or her general knowledge is adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.52/3	2.5	0.48
During your interactions with and observations of your teacher candidate, do you believe that she or he can design instruction at a level adequate to begin student teaching that meets the cognitive, social, and personal needs of students and is developmentally appropriate?	2016-2018 Early Childhood Education	12	2.45/3	2.5	0.47
During your interactions with and observations of your teacher candidate, do you believe that he or she can design instruction at a level adequate to begin student teaching that reflects an understanding of the diversity of learners and how to make appropriate accommodations?	2016-2018 Early Childhood Education	12	2.36/3	2	0.45

During your interactions with and observations of your teacher candidate, do you believe that he or she can create instructional opportunities that encourage students' development of critical thinking, problem solving, and performance skills at a level adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.43/3	2.5	0.65
During your observations of your teacher candidate working with students, do you believe that she or he has the ability, at a level adequate to begin student teaching, to manage the classroom, encourage appropriate behavior and healthy social interactions, and create a learning environment that engages and motivates students?	2016-2018 Early Childhood Education	12	2.61/3	3	0.47
During observations of your teacher candidate's interactions with colleagues and parents, do you believe that he or she is an effective collaborator at a level adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.43/3	2.25	0.48
During your interactions with and observations of your teacher candidate, do you believe that she or he communicates effectively in the classroom using a variety of strategies at a level adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.55/3	2.5	0.47
During your interactions with and observations of your teacher candidate, do you believe that he or she has demonstrated the ability to accurately assess student learning at a level adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.41/3	2	0.49
In observing your teacher candidate, does he or she maintain professional standards in interactions with students, colleagues, and parents at a level adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.36/3	2.5	0.64
Do you recommend this candidate for student teaching? Please leave detailed comments on teacher candidate if recommending "yes with reservations" or "no"	2016-2018 Early Childhood Education	12	2.82/3	3	0.4
During your interactions with and observations of your teacher candidate, do you believe that his or her general knowledge is adequate to begin student teaching?	2017-2019 Early Childhood Education	10	2.65/3	3	0.47

During your interactions with and observations of your teacher candidate, do you believe that she or he can design instruction at a level adequate to begin student teaching that meets the cognitive, social, and personal needs of students and is developmentally appropriate?	2017-2019 Early Childhood Education	10	2.65/3	3	0.47
During your interactions with and observations of your teacher candidate, do you believe that he or she can design instruction at a level adequate to begin student teaching that reflects an understanding of the diversity of learners and how to make appropriate accommodations?	2017-2019 Early Childhood Education	10	2.80/3	3	0.42
During your interactions with and observations of your teacher candidate, do you believe that he or she can create instructional opportunities that encourage students' development of critical thinking, problem solving, and performance skills at a level adequate to begin student teaching?	2017-2019 Early Childhood Education	10	2.35/3	2	0.47
During your observations of your teacher candidate working with students, do you believe that she or he has the ability, at a level adequate to begin student teaching, to manage the classroom, encourage appropriate behavior and healthy social interactions, and create a learning environment that engages and motivates students?	2017-2019 Early Childhood Education	10	2.75/3	3	0.42
During observations of your teacher candidate's interactions with colleagues and parents, do you believe that he or she is an effective collaborator at a level adequate to begin student teaching?	2017-2019 Early Childhood Education	10	2.65/3	3	0.47
During your interactions with and observations of your teacher candidate, do you believe that she or he communicates effectively in the classroom using a variety of strategies at a level adequate to begin student teaching?	2017-2019 Early Childhood Education	10	2.50/3	2.5	0.47
During your interactions with and observations of your teacher candidate, do you believe that he or she has demonstrated the ability to accurately assess student learning at a level adequate to begin student teaching?	2017-2019 Early Childhood Education	10	2.33/3	2	0.44
In observing your teacher candidate, does he or she maintain professional standards in interactions with students, colleagues, and	2017-2019 Early Childhood Education	10	2.70/3	3	0.48

parents at a level adequate to begin student teaching?					
Do you recommend this candidate for student teaching? Please leave detailed comments on teacher candidate if recommending "yes with reservations" or "no"	2017-2019 Early Childhood Education	10	3.00/3	3	0
Average of 30 Criterion Average			2.53/3 84.33%		

2. EDC 350 Self-reflection journal (performance in application)

Data overview: The second Assessment tool is the **Self-Reflection Journal**. This Journal, which was implemented in EDC 326 in 2019, addresses Learners, Learning Theory, and Applications of Learning Theory. The self-reflection Journal is completed as an assignment for EDC 426. The five-item assessment measured ten candidate's self-awareness and knowledge of learners and learning theory and their applications of theory using the following indicators: (1) Creating environments that are healthy and supportive; (2) Involving families; (3) Using appropriate assessment; (4) Enlisting developmentally effective approaches; and (5) Demonstrating professional dispositions.

Data Analysis: The highest self-rated scores on the Journal, each self-rated at 4.4 /5 for ten candidates, were the items involving Families and Assessment, indicating that candidates feel knowledgeable about working with families and applying learning theory to meet their needs. Also, candidates expressed confidence in their ability to apply assessment tools to the students with whom they worked and to use the results of assessments to inform future instruction. With ratings of 4.1 /5, the items addressing creating healthy and supportive environments and enlisting developmentally effective approaches were rated above average. Candidates' earlier coursework, training, and practica at one of the two URI Child Development Centers and at a community preschool or public school kindergarten most likely contributed to their confidence in creating supportive environments and using developmentally appropriate practices. The overall rating of 4.16/5 reflects a high degree of preparedness for student teaching at this juncture in the program.

Data Interpretation: The Professional Disposition Item was scored at an average score of 3.8/5 points among the candidates. Because the majority of the ECE candidates had not yet experienced many hours in public school practicums, they most likely viewed themselves as transitioning in terms of professional language and behaviors. An interesting comparison is the relatively higher ratings of the clinical educators on Professional Dispositions of candidates during student teaching, indicating the growth of our ECE candidates in this area of Professional Dispositions (see Standard 1e).

Early Childhood EDC 350 Journal Data (2019 only)

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.	2017-2019 Early Childhood Education	10	4.10/5	4.5	1.52
Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.	2017-2019 Early Childhood Education	10	4.40/5	5	1.58
Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning	2017-2019 Early Childhood Education	10	4.40/5	5	1.58
Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.	2017-2019 Early Childhood Education	10	4.10/5	5	1.6

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	2017-2019 Early Childhood Education	10	3.80/5	4	1.48
Average of 5 Criterion Average			4.16/5 (83.20%)		

3. EDC 484/485 RIDE Final Student Teaching Evaluation

Description of Assessment: The final evaluation is a comprehensive assessment that the university supervisor and clinical educator use at midterm and final evaluation to indicate the student teachers' progress on 29 criteria.

Data Overview: Approximately fifteen (15) items on the final evaluation aligned well with the category of Learners and Learning Theory/Applications. These items the following fifteen items: (1.4) Engaging in problem solving and critical thinking; (2.2): Class climate; (2.6) Using time wisely; (3.1) Subject matter knowledge; (3.2) Organizing curriculum; (3.3) Interrelating ideas across subjects; (3.4) Instructional strategies; (3.5) Materials and resources; (4.2) Clarifying goals; (4.3) Developing and sequencing instructions activities; (4.4) Short and long term goals; (4.5) Modifying plans; (5.1) Communicating learning goals; (5.2) Multiple sources of information; (5.4) Using assessment results to guide instruction.

Data Analysis: With the highest score a 5, most of the 18 candidates were ranked in the 4 (above average) category in cohort 2015-17. In cohorts 2017 and 2019, scores addressing the Learning Theory category ranged from 3.75 to 4.23. In cohort 2015, final evaluation scores ranged from 4.28 to 4.56.

Candidates in all three cohorts were rated highest by their clinical educators in the areas "promoting classroom climates and procedures/routines"(4.78, 4.13, & 4.25 out of 5 points from ST 2017 to ST 2019); "using time effectively" (4.5, 3.95, & 3.70 out of 5 points from ST 2017 to ST 2019); "using appropriate instructional strategies for the subject matter" (4.33, 4.13, & 3.98 out of 5 points from ST 2017 to ST 2019); "using materials, resources and technologies" (4.5, 4.33, 4.03 out of 5 points from ST 2017 to ST 2019); and "valuing backgrounds and meeting developmental needs of students"(4.56, 4.23, & 4.10 out of 5 points from ST 2017 to ST 2019).

In three categories of data, the scores of student teachers from 2015 to 2019 were rated lower by their clinical educators between the years 2015 and 2019: (1a) Engaging students (from 4.39 in 2015 to 3.78 in 2019), Making goals clear for student learning (from 4.3 in 2013 to 3.78 in 2019) and Modifying plans (from 4.4 in 2015 to 3.75 in 2019).

Although candidates consistently scored above and well above the average range on all items in all semesters from 2015-2019, the early childhood professors plan to examine the reasons for the decline in these three items over the four-year period. Possible explanations may have to do with

the size of the cohort in 2015 which was 18, compared with the cohort size of ten students in 2017 and again a size of ten in 2019. Another possible explanation for the score decline in the three areas, above, is the transition to a different group of clinical educators, some of whom were new to the program, and some of whom were first time supervisors. A third explanation may be that each of the three cohorts brought differing levels of prior experience to the student teaching semester.

Data Interpretation: The early childhood professors plan to explore the areas that declined over the four years and work with clinical educators and student teachers during seminars and in-class supervision visits to promote candidates' skills in (a) engaging students, (b) enlisting clear-cut goals for student learning, and (c) modifying plans as needed to ensure that the lesson is successful and meets the needs of all learners.

4. The University Supervisor Final Evaluation for Student Teaching

The university supervisor final evaluation is identical to the RIDE final evaluation used by the clinical educators at the culmination of supervised student teaching in May (please see evaluation by clinical Educators, above.) The final evaluation consists of five criteria across 29 items that include a space for qualitative comments.

Data Overview: The areas on the university supervisor evaluation that align with this category of Learners, Learning Theory/Applications, also listed above, are found on the following fifteen areas: (1.4) Engaging in problem solving and critical thinking; (2.2) Class climate of fairness and respect; (2.6) Using time wisely; (3.1) Subject matter knowledge; (3.2) Organizing curriculum; (3.3) Interrelating ideas across subjects; (3.4) Instructional strategies; (3.5) Materials and resources; (4.2) Clarifying goals; (4.3) Developing and sequencing instructions activities; (4.4) Short and long term goals and planning; (4.5) Modifying plans; (5.1) Communicating learning goals; (5.2) Multiple sources of information; and (5.4) Using assessment results to guide instruction.

Data Analysis: Areas of strength for the university supervisor ratings are those of class climate, organizing curriculum, instructional strategies, Developing and sequencing materials, Short and long term goals and planning, and Multiple sources of information. On each of these items, candidates received a mean score of at least a 4.0 out of a possible 5 points (above average and well above average) by both the clinical educator and the university supervisor across all four years. In particular, creating a class climate of respect and fairness was rated very highly by both the clinical educator and the university supervisor, with ratings of 4.3 and 4.5 (well above average) respectively. Use of appropriate instructional strategies was also rated very highly at 4.0 and 4.2, respectively. Developing and sequencing materials was rated highly, as well, with a nearly perfect score by the university supervisor in 2015 and ratings of 4.1 by both the clinical educator and the university supervisor in 2019.

Data Interpretation: Areas warranting further attention and scaffolding to our teaching candidates, as rated by both the clinical educators and the university supervisors are those of problem solving and critical thinking and clarifying goals. Interestingly, clinical educators rated student teachers lower in 2017 and in 2019 on the item involving multiple sources of information, with a rating of 3.9/5 (almost well above standard) in 2019 contrasting with a rating of 4.6/5 (well above standard) on this item by university supervisors.

Additional attention to scaffolding students' knowledge about problem solving and critical thinking will transpire in methods courses and continue into the seminar in student teaching. Candidates will view videotapes of exemplary teaching and discuss how these student teachers use problem solving and critical thinking in group discussions, after reading trade books, and throughout content area teaching. The area of goal and outcome clarification to young students in the classroom has been strongly emphasized for our ECE teaching candidates during the past two

semesters. In the future, lesson plans for all methods courses and Seminar in Student Teaching will be expanded to include a description of how candidates convey the goals and outcomes for the lesson to the students in the classroom before teaching all lessons. Helping teaching candidates to locate and implement multiple sources of information is an area that will be discussed during clinical educator training and meetings in the future. Also, student's lesson plans will be carefully reviewed in advance by the three methods course Instructors and, later, by the clinical educator and the supervisor in order to ascertain that multiple sources of information are enlisted in all lesson planning and in the thematic unit. Inviting clinical educators to speak at our student teaching seminars about problem solving and goal clarification discussed above, are also planned for future seminars in student teaching. Finally, beginning in 2019, 36 hour field placements in EDC 303 are located in public school kindergarten classes; this move to earlier and more intensive public school practica will most likely result in very positive improvements in our teaching candidates during later student teaching in the aforementioned areas.

Cooperating Educator Final Student Teaching Evaluation Data (2017-2019)

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	2015-2017 Early Childhood Education	18	4.39/5	4.5	0.7
2.2 Establishing a climate that promotes fairness and respect	2015-2017 Early Childhood Education	18	4.78/5	5	0.65
2.6 Using instructional time effectively	2015-2017 Early Childhood Education	18	4.50/5	5	0.71
3.1 Demonstrating knowledge of subject matter content and student development	2015-2017 Early Childhood Education	18	4.39/5	4.5	0.7
3.2 Organizing curriculum to support student understanding of subject matter	2015-2017 Early Childhood Education	18	4.44/5	5	0.7
3.3 Interrelating ideas and information within and across subject matter areas	2015-2017 Early Childhood Education	18	4.33/5	4	0.69
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter	2015-2017 Early Childhood Education	18	4.33/5	4.5	0.77
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017 Early Childhood Education	18	4.50/5	5	0.62

4.2 Establishing and articulating goals for student learning	2015-2017 Early Childhood Education	18	4.33/5	4	0.69
4.3 Developing and sequencing instructional activities and materials for student learning	2015-2017 Early Childhood Education	18	4.28/5	4	0.75
4.4 Designing short-term and long-term plans to foster student learning	2015-2017 Early Childhood Education	18	4.28/5	4	0.75
4.5 Modifying instructional plans to adjust for student needs	2015-2017 Early Childhood Education	18	4.44/5	5	0.7
5.1 Establishing and communicating learning goals for all students	2015-2017 Early Childhood Education	18	4.28/5	4	0.67
5.2 Collecting and using multiple sources of information to assess student learning	2015-2017 Early Childhood Education	18	4.39/5	4.5	0.7
5.4 Using the results of assessment to guide instruction	2015-2017 Early Childhood Education	18	4.22/5	4	0.73
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	2016-2018 Early Childhood Education	12	4.15/5	4	0.69
2.2 Establishing a climate that promotes fairness and respect	2016-2018 Early Childhood Education	12	4.19/5	4	0.82
2.6 Using instructional time effectively	2016-2018 Early Childhood Education	12	4.00/5	4	0.77
3.1 Demonstrating knowledge of subject matter content and student development	2016-2018 Early Childhood Education	12	4.17/5	4	0.71
3.2 Organizing curriculum to support student understanding of subject matter	2016-2018 Early Childhood Education	12	4.35/5	4	0.46
3.3 Interrelating ideas and information within and across subject matter areas	2016-2018 Early Childhood Education	12	4.13/5	4	0.38
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter	2016-2018 Early Childhood Education	12	4.06/5	4	0.68

3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2018 Early Childhood Education	12	4.25/5	4	0.61
4.2 Establishing and articulating goals for student learning	2016-2018 Early Childhood Education	12	3.90/5	4	0.63
4.3 Developing and sequencing instructional activities and materials for student learning	2016-2018 Early Childhood Education	12	4.08/5	4	0.47
4.4 Designing short-term and long-term plans to foster student learning	2016-2018 Early Childhood Education	12	4.08/5	4.25	0.87
4.5 Modifying instructional plans to adjust for student needs	2016-2018 Early Childhood Education	12	4.02/5	4	0.66
5.1 Establishing and communicating learning goals for all students	2016-2018 Early Childhood Education	12	3.98/5	4	0.71
5.2 Collecting and using multiple sources of information to assess student learning	2016-2018 Early Childhood Education	12	4.04/5	4	0.75
5.4 Using the results of assessment to guide instruction	2016-2018 Early Childhood Education	12	3.98/5	4	0.71
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	2017-2019 Early Childhood Education	10	3.78/5	3.88	1.03
2.2 Establishing a climate that promotes fairness and respect	2017-2019 Early Childhood Education	10	4.25/5	4.5	0.86
2.6 Using instructional time effectively	2017-2019 Early Childhood Education	10	3.70/5	4	0.86
3.1 Demonstrating knowledge of subject matter content and student development	2017-2019 Early Childhood Education	10	4.05/5	4	0.79
3.2 Organizing curriculum to support student understanding of subject matter	2017-2019 Early Childhood Education	10	4.20/5	4	0.79
3.3 Interrelating ideas and information within and across subject matter areas	2017-2019 Early Childhood Education	10	4.13/5	4	0.76

3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter	2017-2019 Early Childhood Education	10	3.98/5	4	0.89
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019 Early Childhood Education	10	4.03/5	4	0.69
4.2 Establishing and articulating goals for student learning	2017-2019 Early Childhood Education	10	3.78/5	4	0.63
4.3 Developing and sequencing instructional activities and materials for student learning	2017-2019 Early Childhood Education	10	4.15/5	4	0.75
4.4 Designing short-term and long-term plans to foster student learning	2017-2019 Early Childhood Education	10	4.15/5	4	0.75
4.5 Modifying instructional plans to adjust for student needs	2017-2019 Early Childhood Education	10	3.75/5	4	0.8
5.1 Establishing and communicating learning goals for all students	2017-2019 Early Childhood Education	10	3.83/5	4	0.67
5.2 Collecting and using multiple sources of information to assess student learning	2017-2019 Early Childhood Education	10	3.90/5	4	0.88
5.4 Using the results of assessment to guide instruction	2017-2019 Early Childhood Education	10	3.78/5	4	0.75
Average of 45 Criterion Average			4.15/5 82.97%		

University Supervisor Final Student Teaching Evaluation Data (2017-2019)

Rubric Criteria	Cohort	Authors evaluated	Average for Group (Raw)	Median for Group	SD
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	2015-2017 Early Childhood Education	18	4.67/5	5	0.59
2.2 Establishing a climate that promotes fairness and respect	2015-2017 Early Childhood Education	18	4.78/5	5	0.55

2.6 Using instructional time effectively	2015-2017 Early Childhood Education	18	4.56/5	5	0.62
3.1 Demonstrating knowledge of subject matter content and student development	2015-2017 Early Childhood Education	18	4.50/5	5	0.79
3.2 Organizing curriculum to support student understanding of subject matter	2015-2017 Early Childhood Education	18	4.67/5	5	0.59
3.3 Interrelating ideas and information within and across subject matter areas	2015-2017 Early Childhood Education	18	4.67/5	5	0.59
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter	2015-2017 Early Childhood Education	18	4.56/5	5	0.62
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017 Early Childhood Education	18	4.67/5	5	0.59
4.2 Establishing and articulating goals for student learning	2015-2017 Early Childhood Education	18	4.22/5	4	0.65
4.3 Developing and sequencing instructional activities and materials for student learning	2015-2017 Early Childhood Education	18	4.78/5	5	0.55
4.4 Designing short-term and long-term plans to foster student learning	2015-2017 Early Childhood Education	18	4.72/5	5	0.57
4.5 Modifying instructional plans to adjust for student needs	2015-2017 Early Childhood Education	18	4.67/5	5	0.69
5.1 Establishing and communicating learning goals for all students	2015-2017 Early Childhood Education	18	4.00/5	4	0.34
5.2 Collecting and using multiple sources of information to assess student learning	2015-2017 Early Childhood Education	18	4.72/5	5	0.57
5.4 Using the results of assessment to guide instruction	2015-2017 Early Childhood Education	18	4.50/5	5	0.71
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	2016-2018 Early Childhood Education	12	4.25/5	4	0.62

2.2 Establishing a climate that promotes fairness and respect	2016-2018 Early Childhood Education	12	4.83/5	5	0.39
2.6 Using instructional time effectively	2016-2018 Early Childhood Education	12	4.33/5	5	0.89
3.1 Demonstrating knowledge of subject matter content and student development	2016-2018 Early Childhood Education	12	4.08/5	4	0.67
3.2 Organizing curriculum to support student understanding of subject matter	2016-2018 Early Childhood Education	12	4.50/5	4.5	0.52
3.3 Interrelating ideas and information within and across subject matter areas	2016-2018 Early Childhood Education	12	4.42/5	4.5	0.67
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter	2016-2018 Early Childhood Education	12	4.67/5	5	0.49
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2018 Early Childhood Education	12	4.42/5	4	0.51
4.2 Establishing and articulating goals for student learning	2016-2018 Early Childhood Education	12	4.33/5	4	0.49
4.3 Developing and sequencing instructional activities and materials for student learning	2016-2018 Early Childhood Education	12	4.33/5	4	0.49
4.4 Designing short-term and long-term plans to foster student learning	2016-2018 Early Childhood Education	12	4.83/5	5	0.39
4.5 Modifying instructional plans to adjust for student needs	2016-2018 Early Childhood Education	12	4.67/5	5	0.65
5.1 Establishing and communicating learning goals for all students	2016-2018 Early Childhood Education	12	3.92/5	4	0.79
5.2 Collecting and using multiple sources of information to assess student learning	2016-2018 Early Childhood Education	12	4.50/5	5	0.67
5.4 Using the results of assessment to guide instruction	2016-2018 Early Childhood Education	12	4.42/5	4.5	0.67

1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	2017-2019 Early Childhood Education	10	3.80/5	4	0.67
2.2 Establishing a climate that promotes fairness and respect	2017-2019 Early Childhood Education	10	4.50/5	5	0.71
2.6 Using instructional time effectively	2017-2019 Early Childhood Education	10	4.05/5	4	0.76
3.1 Demonstrating knowledge of subject matter content and student development	2017-2019 Early Childhood Education	10	3.85/5	4	0.63
3.2 Organizing curriculum to support student understanding of subject matter	2017-2019 Early Childhood Education	10	4.20/5	4	0.79
3.3 Interrelating ideas and information within and across subject matter areas	2017-2019 Early Childhood Education	10	3.85/5	4	0.67
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter	2017-2019 Early Childhood Education	10	4.20/5	4	0.67
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019 Early Childhood Education	10	4.00/5	4	0.47
4.2 Establishing and articulating goals for student learning	2017-2019 Early Childhood Education	10	3.70/5	4	0.48
4.3 Developing and sequencing instructional activities and materials for student learning	2017-2019 Early Childhood Education	10	4.10/5	4	0.57
4.4 Designing short-term and long-term plans to foster student learning	2017-2019 Early Childhood Education	10	4.70/5	5	0.48
4.5 Modifying instructional plans to adjust for student needs	2017-2019 Early Childhood Education	10	4.50/5	5	0.71
5.1 Establishing and communicating learning goals for all students	2017-2019 Early Childhood Education	10	3.80/5	4	0.63
5.2 Collecting and using multiple sources of information to assess student learning	2017-2019 Early Childhood Education	10	4.60/5	5	0.52

5.4 Using the results of assessment to guide instruction	2017-2019 Early Childhood Education	10	4.15/5	4	0.67
Average of 45 Criterion Average			4.38/5 (87.63%)		

Elementary 1B

Overview: Data on learners, learning theory, and applications of learning theory are tracked on TaskStream. Development of candidates' knowledge, skills, and dispositions on Learners, Learning Theory, and Applications are monitored during their pre-student teaching methods courses and student teaching field experience. The following tasks provided the data to be analyzed for our self-study.

- I. Culturally Responsive Practice task (EDC 453)
- II. Teaching tasks: Plan, Teach, Assess, and Reflect (PTAR) in the elementary methods classes (EDC 456 Mathematics, 457 Science, 458 Social Studies).
- III. Formal/Informal Assessment Task (EDC 452)
- IV. Clinical Educator Final Evaluation (EDC 484)
- V. University Supervisor Final Evaluation for (EDC 484)
- VI. RIDE Lesson Evaluation during student teaching (EDC 484)

Description of Assessment: Culturally Responsive Practice Task

Data Overview: Candidates are assessed on learners, learning theory, and application during the candidate's Individual Differences course in the first semester of their 2-year program. They are asked to apply their developing understanding of culturally responsive pedagogy to solving a problem (in their practicum class in collaboration with the clinical educator) or by creating a unique learning opportunity in a real classroom. The problem or unique learning opportunity needs to address course content. The assessment has seven criteria, 2 of which are appropriate for this part of our self-study: *Candidates understand how elementary students differ in their development* and *Candidates understand how elementary students differ in their approaches to learning*.

Candidates complete this task in their first semester of the program (junior year, semester 1). Prior to this class, candidates have taken courses in human development from either the Psychology department (PSY 232 Developmental Psychology) or the Human Development and Family Studies Department (HDF 200 LifeSpan Development I). In addition, they also have taken or are concurrently taking EDC 312 Psychology of Learning which deals more with applying development and learning theory to classroom applications. Through these courses students are introduced to theories and practices related to education and child development. These concepts are not reviewed in EDC 453 Individual Differences other than to discuss previous learning on development and education and how that applies to individual differences. Students are expected to use what they have previously learned and apply that learning to this task.

Data Analysis: Most candidates (more than half) perform at the level of Acceptable (2) or Target (3) on this task. Performance indicates candidates apply their knowledge of development and their understanding of student approaches to learning at level that demonstrates they:

- can provide multiple examples of how children differ in their development and how this can be influenced by special needs, culture, and family environment, and
- that elementary students' learning is influence by their individual experiences, special needs, prior learning, and culture, and
- can provide examples that they can seek assistance and guidance from specialists and other resources to address student diverse learning needs.

Some candidates (less than half) do reach Target (3) by providing multiple and specific opportunities where consulting with colleagues on issues related to development and student learning can have a positive impact on practice and student learning.

Data Interpretation: Candidate data indicate that they have an understanding of learners, learner theories, and application as it applies to this task. Some candidates have reached Target (3) in their performance. We should seek to increase the number of candidates who reach “target” on this task.

Data on performance on Learners, Learner Theories, and Application from the Culturally Responsive Practice task Cohort 2015-17, 2016-18, 2017-19

Rubric Criteria	Cohort	N	Average for Group	Median for Group	SD
Candidates understand how elementary students differ in their development.	2015-2017	53	2.38	2	.53
Candidates understand how elementary students differ in their approaches to learning.	2015-2017	53	2.45	2	.5
Candidates understand how elementary students differ in their development.	2016-2018	62	2.1	2	.41
Candidates understand how elementary students differ in their approaches to learning.	2016-2018	62	2.19	2	.5
Candidates understand how elementary students differ in their development.	2017-2019	54	2.1	2	.3
Candidates understand how elementary students differ in their approaches to learning.	2017-2019	54	2.34	2	.41

Plan, Teach, Assess, Reflect (PTAR)

Data overview: Candidates are assessed on learners, learning theory, and application during the candidate’s methods classes by completing the Plan, Teach, Assess, and Reflect (PTAR) task for each of their methods classes: Mathematics (EDC 456), Science (EDC 457), and Social Studies (EDC 458). Candidates design a developmentally appropriate lesson in the content area, teach the lesson, assess the lesson, and reflect on the impact to student learning. They provide as evidence the lesson plan that includes objectives, standards, accommodations, opportunities to learn, culturally responsive practices, steps in teaching (modeling, guided practice, independent practice), resources, assessment task and criteria. In the reflection they address the evidence of what students know and are able to do as a consequence of the lesson. They provide a summary of class performance and address in more detail the learning of three students performing at different levels on the task. Based on the assessment data, next steps are provided for the class and specifically for the three students.

The PTAR task has one criteria across Mathematics, Science, and Social Studies methods that provide data on learners, learning theory, and application. Math, Science and Social Studies PTAR: [1 of 12 criteria] specifically addresses learners, learning theory, and application. *Candidates plan instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.*

Data Analysis: Almost the entire group of candidates across cohorts perform at the level of Acceptable (2) or Target (3) on this task. Performance varies between subject areas (see Areas to Explore). Performance indicates candidates apply their knowledge of development and their understanding of student approaches to learning and application of learning theory as they can:

- integrate their knowledge of learning theory, content knowledge, curriculum, and students to plan instruction
- identify possible uses of technology for instruction (based on knowledge of development)
- plan for active involvement of students
- plan effective teaching strategies such as activating prior knowledge, encouraging exploration and problem solving

Data Interpretation: Candidate data indicate that they have an understanding of learners, learner theories, and application as it applies to this task. Some candidates have reached target (3) in their performance. As these are the same students across the courses, there should not be such a difference in mean scores between classes. This may indicate the assessors do not have a shared understanding of the criteria. This necessitates meeting to review criteria and establishing some reliability.

PTAR Math, Science, and Social Studies on Learners, Learning Theory, and Application

	Cohort	Average	Median	SD
Math	2015-2017	2	2	0
Science	2015-2017	2.78	2.75	.29
Social Studies	2015-2017	2.12	2	.35
Math	2016-2018	2	2	0
Science	2016-2018	2.61	2.50	.21
Social Studies	2016-2018	2.83	3	.32
Math	2017-2019	2	2	0
Science	2017-2019	2.68	2.7	.25
Social Studies	2017-2019	2.60	3	.48

Description of Assessment: Formal/Informal Assessment

Data Overview: In the first semester of year 2 of the program, candidates do an Informal/Formal Assessment task. This task requires candidates to provide a description of the ways in which they conduct informal and formal assessment in their classroom. They provide a copy of a formal assessment that they have used to analyze what students learned across several lessons. They cite specific examples of what students know and are able to do based on student work samples that are provided. The analysis of what students have learned also includes future instructional plans. At this point in their program they are placed in the classroom where they will student teach the next semester. These are the children they will be working with during student teaching.

This task has two criteria that addresses learners, learning theory, and application:

Construct learning opportunities that support individual students' development and acquisition of knowledge; Plan instruction based on knowledge of students, learning theory, subject matter, curricular goals and community. The latter was also assessed in the PTAR (Task II).

Data Analysis: Almost the entire group of candidates across cohorts perform at the level of Acceptable (2) or Target (3) on this task. Performance varies between subject areas (see Areas to Explore). Performance indicates candidates apply their knowledge of development and their understanding of student approaches to learning and application of learning theory as they can:

- integrate their knowledge of learning theory, content knowledge, curriculum, and students to plan instruction
- identify possible uses of technology for instruction (based on knowledge of development),
- plan for active involvement of students
- plan effective teaching strategies such as activating prior knowledge, and encouraging exploration and problem solving
- Design instruction based on students' level of development
- Use teaching approaches sensitive to children's needs

Data Interpretation: Candidate data indicate that they have an understanding of learners, learner theories, and application as it applies to this task. A few candidates have reached Target (3) in their performance.

Determine the source of lack of variability on this task. It could be that the performance levels for the task are not distinct. If so, we will work to remedy this. These findings are consistent with those from tasks assessing these same criteria in the previous semester (Task II PTAR). If we are scoring using a shared understanding of the performance levels and assuming additional experience and feedback from the previous semester, we should see an increase in performance (e.g. more candidates scoring at Target) over time indicating developmental progress by our candidates.

Informal/Formal Assessment Task on Learners, Learning Theory, and Application

	Cohort	Average	Median	SD
Support Individual Development (a)	2015-2017	2	2	0
Plan Instruction (b)	2015-2017	2	2	0
Support Individual Development (a)	2016-2018	2.03	2	.18
Plan Instruction (b)	2016-2018	2.02	2	.13
Support Individual Development (a)	2017-2019	2.06	2	.23
Plan Instruction (b)	2017-2019	2	2	0

Description of Assessment: Clinical Educator Final Evaluation

Data Overview: The Clinical Educator Final Evaluation is completed at the end of student teaching in the candidates' last semester in the program. It consists of a 29 criteria rubric on a 3

point scale: Approaching the Standard (1), Acceptable (2), Target (3). Eight of the 29 criteria are used to assess candidates, knowledge, skills and dispositions on Learners, Learning Theory and Applications. This same evaluation is used at mid-term so that candidates can have an opportunity to improve over time.

Data Analysis: The median score across cohorts is 3. The majority of candidates achieve Target across all eight criteria addressing learners, learning theory and applications. The performance levels of students assessed by the clinical educators on learners, learning theory, and applications appear stable across time noting a slight increase in averages in Cohort 3.

Data Interpretation: Scores on the Clinical Education Final Evaluation focusing on Learners, Learning Theory, and Applications ranged from 2.49/3 to 2.91/3. The lowest scoring criteria was in 2015-17 where students scored an average of 2.49/3 on criteria *4.2 Establishing and articulating goals for student learning*. Performance on this criteria improved in the following two cohorts: 2016-18 2.71/3 and 2017-19 2.77/3. Overall performance improved across most categories over the four year period.

Candidates overall tend to perform well in this area. It would be advisable to check in with clinical educators on this performance task to check our findings out with them. We should consider using the mid-term assessment in our consideration in the future. We know, anecdotally, that candidates have different areas in which they struggle and this comes out on the mid-term evaluation. It would strengthen our ability to revise earlier experience knowing where they have areas in need of improvement at mid-term. This way we can facilitate a stronger entrance into student teaching.

Overall Descriptive Statistics Across Cohorts on Learners, Learning Theory and Applications for Clinical Educator Final Evaluation

Data	2015-2017 (N=52)	2016-2018 (N=58)	2017-2019 (N=47)
Average	2.74	2.78	2.85
Median	2.76	2.78	2.85
Minimum value	2.58	2.71	2.77
Maximum value	2.81	2.86	2.95

Clinical Educator Final Evaluation

Rubric Criteria	Cohort	N	Average	Median for Group	SD
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2015-2017	52	2.81/3	3	0.35
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2015-2017	52	2.75/3	3	0.41
3.1 Demonstrating knowledge of subject matter content and student development	2015-2017	52	2.78/3	3	0.35
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017	52	2.76/3	3	0.4

4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2015-2017	52	2.77/3	3	0.4
4.2 Establishing and articulating goals for student learning	2015-2017	52	2.58/3	2.8	0.49
4.5 Modifying instructional plans to adjust for student needs	2015-2017	52	2.70/3	3	0.47
5.1 Establishing and communicating learning goals for all students	2015-2017	52	2.76/3	3	0.4
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2016-2018	58	2.86/3	3	0.32
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2016-2018	58	2.78/3	3	0.4
3.1 Demonstrating knowledge of subject matter content and student development	2016-2018	58	2.77/3	3	0.39
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2018	58	2.79/3	3	0.38
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2018	58	2.78/3	3	0.38
4.2 Establishing and articulating goals for student learning	2016-2018	58	2.71/3	3	0.43
4.5 Modifying instructional plans to adjust for student needs	2016-2018	58	2.78/3	3	0.38
5.1 Establishing and communicating learning goals for all students	2016-2018	58	2.82/3	3	0.33
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2017-2019	47	2.86/3	3	0.32
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2017-2019	47	2.95/3	3	0.17
3.1 Demonstrating knowledge of subject matter content and student development	2017-2019	47	2.81/3	3	0.37
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019	47	2.87/3	3	0.31
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017-2019	47	2.90/3	3	0.29
4.2 Establishing and articulating goals for student learning	2017-2019	47	2.77/3	3	0.4
4.5 Modifying instructional plans to adjust for student needs	2017-2019	47	2.82/3	3	0.35

Description of Assessment: University Supervisor Final Evaluation

Data Overview: The University Supervisor's Final Evaluation is completed at the end of student teaching. This is the same evaluation completed by Clinical Educators. It consists of 29 criteria rubric on a 3 point scale: Approaching the Standard (1), Acceptable (2), Target (3). Eight of the

twenty nine criteria are used to assess candidates, knowledge, skills and dispositions on Learners, Learning theory and Applications. All candidates need to earn an Acceptable (2) on each criteria in order to pass student teaching. This same evaluation is used at mid-term so that candidates can have an opportunity to improve over time. There were improvements across the three years.

Data Analysis: The majority of candidates achieve Target across all eight criteria addressing learners, learning theory and applications. Areas in which our candidates had more challenges appeared to be in setting and articulating goals for students. Scores increased over time, that is, scores were highest in cohort 3.

Data Interpretation: No candidate scored below 2 on this task. Scores on the University Supervisor’s Final Evaluation focusing on Learners, Learning Theory, and Applications ranged from 2.49/3 to 2.91/3. The lowest scoring criteria was in 2015-17 students scored an average of 2.49/3 on criteria 4.2 *Establishing and articulating goals for student learning* and 2.58/3 on criteria 5.1 *Establishing and Communicating learning goals for all students*. These two areas are related. Performance on this criteria (4.2 and 5.1) improved in the following two cohorts: 4.1 2016-18 2.72/3, 2017-19 2.82/3; 5.1 2016-18 2.81/3, 2017-19 2.86/3. Overall performance improved across most categories over the four year period.

Candidates, overall, tend to perform well in this area. Performance of our candidates was rated similarly by the clinical educators. It would be advisable to consult with the University supervisors on this performance task to check our findings out with them. As we suggest in IV (Clinical Educators) we should consider using the mid-term assessment in our consideration in the future. We know, anecdotally, that candidates have different areas they struggle with and this comes out on the midterm evaluation. It would strengthen our ability to revise earlier experience knowing where they have areas in need of improvement at midterm. This way we can facilitate a stronger entrance into student teaching.

Overall Descriptive Statistics Across Cohorts on Learners, Learning Theory and Applications for University Supervisor Final Evaluation

Data	2015-2017 (N=52)	2016-2018 (N=58)	2017-2019 (N=47)
Average	2.67	2.79	2.84
Median	2.69	2.8	2.85
Minimum value	2.49	2.69	2.77
Maximum value	2.75	2.9	2.91

University Supervisor Final Evaluation

Rubric Criteria	Cohort	N	Average for Group	Median for Group	SD
1.1 Connecting students’ prior knowledge, life experience, and interests with learning goals	2015-2017	52	2.68/3	3	0.42
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2015-2017	52	2.68/3	3	0.42
3.1 Demonstrating knowledge of subject matter content and student development	2015-2017	52	2.74/3	3	0.39

3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017	52	2.75/3	3	0.38
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2015-2017	52	2.75/3	3	0.4
4.2 Establishing and articulating goals for student learning	2015-2017	52	2.49/3	2.5	0.43
4.5 Modifying instructional plans to adjust for student needs	2015-2017	52	2.71/3	3	0.39
5.1 Establishing and communicating learning goals for all students	2015-2017	52	2.58/3	2.5	0.45
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2016-2018	58	2.80/3	3	0.36
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2016-2018	58	2.80/3	3	0.36
3.1 Demonstrating knowledge of subject matter content and student development	2016-2018	58	2.77/3	3	0.36
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2018	58	2.90/3	3	0.27
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2018	58	2.80/3	3	0.36
4.2 Establishing and articulating goals for student learning	2016-2018	58	2.72/3	3	0.36
4.5 Modifying instructional plans to adjust for student needs	2016-2018	58	2.69/3	3	0.39
5.1 Establishing and communicating learning goals for all students	2016-2018	58	2.81/3	3	0.3
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2017-2019	47	2.85/3	3	0.31
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2017-2019	47	2.84/3	3	0.33
3.1 Demonstrating knowledge of subject matter content and student development	2017-2019	47	2.77/3	3	0.36
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019	47	2.91/3	3	0.24
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017-2019	47	2.90/3	3	0.29
4.2 Establishing and articulating goals for student learning	2017-2019	47	2.82/3	3	0.31
4.5 Modifying instructional plans to adjust for student needs	2017-2019	47	2.79/3	3	0.35
5.1 Establishing and communicating learning goals for all students	2017-2019	47	2.86/3	3	0.26

Average of 24 Criterion Average			2.77/3 (92.23%)		
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Description of Assessment: RIDE Lesson Evaluation

Data Overview: The RIDE Lesson Evaluation consists of an eight criteria rubric on a 4-point scale: Does not meet (1), Approaches the Standard (2), Meets the Standards (3), Target (4). Three of the eight criteria are used to assess candidates, knowledge, skills and dispositions on Learners, Learning theory and Applications. Candidates are observed twice by the clinical educator and three times by the University supervisor using the RIDE Lesson Evaluation. We chose to use the second evaluation by the clinical educator to examine how candidates perform in this area for our self-study. We have data from this for two cohorts: 2016-18 and 2017-19.

Data Analysis: Candidates perform well on these criteria overall, meeting the standard (3) or target (4). This indicates that:

- instructional purposes of the lesson are clearly communicated, modeled
- content is scaffolded, and connects to students' knowledge and experience, appropriate strategies are used, including those for independent work and to increase intellectual engagement
- the teachers oral and written language is appropriate for the students' age and interests and the academic vocabulary is precise and serves to extend student understanding
- questioning strategies include a range of questions with more focus on promoting student thinking and understanding, genuine opportunities for discussion are planned for and the appropriate time allotted, students are challenged to justify their thinking, and a range of strategies are used to ensure that most students are heard.

Data Interpretation: Scores in cohort 2017-2019 were noticeably higher. The largest increase between cohorts was in communicating with students.

We wonder about the noticeable increase in scores across all the criteria. We also note that there were 10 fewer students in cohort 2017-2019. It would be beneficial to determine if the size of the program is impacting the level of support our students receive to reach the target on assessments. As our program size has increased substantially in the last two years, this could be a challenging issue. Across cohorts, the lowest scoring area is using questions/prompts and discussion in student learning. The performance isn't bad but it does jump out. We should take a look at our program to see how we consistently support the development of students in this performance area.

Overall Descriptive Statistics Across Cohorts on Learners, Learning Theory and Applications for Clinical Educator RIDE Lesson Evaluation

Data	2016-2018 (N=58)	2017-2019 (N=47)
Average	3.02	3.52
Median	3.02	3.53
Minimum value	2.92	3.39
Maximum value	3.12	3.63

Clinical Educator Classroom Observation 2

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Communicating with Students	2016-2018_Elementary Education	58	3.02/4	3	0.51
Using Questioning/Prompts and Discussion Techniques	2016-2018_Elementary Education	58	2.92/4	3	0.54
Engaging Students in Learning	2016-2018_Elementary Education	58	3.12/4	3	0.65
Communicating with Students	2017-2019 Elementary Education	47	3.63/4	4	0.47
Using Questioning/Prompts and Discussion Techniques	2017-2019 Elementary Education	47	3.39/4	3	0.57
Engaging Students in Learning	2017-2019 Elementary Education	47	3.53/4	4	0.54
Average of 6 Criterion Average			3.27/4 (81.68%)		

[Health and Physical Education 1B](#)

Overview: The assessments used to address standard 1b. In terms of how knowledge of learners, learning theory and application of learning theory are assessed in the Health and Physical Education Teacher Education (HPE) via Principles of Learning and Teaching (PLT) Test, and final evaluations for candidates final evaluation for EDC 486 and EDC487. The detailed information is provided as follows.

Principles of Learning and Teaching (PLT) Test

Data Overview: The PLT is administered and assessed by the Educational Testing Service (ETS) and required by the State of Rhode Island for licensure. The purpose of this test is to assess candidates' knowledge and understanding of educational practices. The test content assesses key indicators of the beginning educator's knowledge of topics such as human development, diverse learners, educational psychology, and professional issues, which encompass learners, learning theory and application of learning theory. The HPE program at The University of Rhode Island (URI) requires candidates to take and pass the Principles of Learning and Teaching K through grade 6 with a passing score ≥ 160 or the Principles of Learning and Teaching grades 7 through 12 with a passing score ≥ 157 .

Data Analysis: As reported in the previous section for standard 1a. Pedagogical knowledge, all HPE candidates satisfied the requirements and scored 160 or higher for PLT grade K-6 or 157 or higher for PLT grade 7-12. The average score from 2016 to 2018 ranged from 171.8 to 178 for whoever took PLT grades K-6 with SD ranged from 5.0 to 5.2, whereas the average ranged from 167 to 170 for whoever took PLT grades 7-12 with SD ranged from 7.4 to 9.3.

Data Interpretation: The data provided evidence that all HPE candidates had good understanding of their learners and educational learning theories, and were able to utilize or implement appropriate educational theories into practice when they approached graduation before student teaching.

PLT Exam Data 2017

Test	# of Candidates	Range	Mean	SD
PLT 7-12	17	157-182	169.61	8.91
PLT K-6	1	N/A	159	0

PLT Exam Data 2018

Test	# of Candidates	Range	Mean	SD
PLT 7-12	13	157-181	167.23	7.37
PLT K-6	4	174-185	178.00	4.97

PLT Exam Data 2019

Test	# of Candidates	Range	Mean	SD
PLT 7-12	13	158-187	169.69	9.26
PLT K-6	4	164-175	171.75	5.19

EDC 486 and EDC 487 Final Student Teaching Evaluations

Overview: The Student Teaching occurs in the final semester of the program when candidates were taking EDC486 elementary student teaching practicum, and EDC487 secondary student teaching practicum. Five elements from the final evaluations from cooperating teachers and university field supervisors provided evidence to address this aspect from Standard 1b. “Leaners, learning theory, and application of learning theory” This includes 3.1. Demonstrating knowledge of subject matter content and student development, 3.2. Organizing curriculum to support student understanding of subject matter, 3.3. Interrelating ideas and information within and across subject matter areas, 3.4. Developing student understanding through instructional strategies that are appropriate to the subject matter, 3.5. Using materials, resources, and technologies to make subject matter accessible to students. Those elements were evaluated using 5 scales rubric and the maximum score for each of those elements is 5.

Data Analysis: The data from elementary cooperating teacher evaluations showed that the mean scores for those elements ranged from 3.88 to 4.45 in 2016, from 3.93 to 4.18 in 2018, from 4.29 to 4.68 in 2018. The average range for university field supervisors was from 3.53 to 3.94 in 2016, 4.13 to 4.28 in 2017, 4.29 to 4.61 in 2018. Regardless of the cooperating teachers or university field supervisors, the scores improved from 2016 to 2018. A similar pattern was observed for evaluations at secondary levels of student teaching practicum.

Data Interpretation: Final evaluations from both cooperating teachers and university field supervisors are required for EDC486 and EDC487. Assessment of candidates’ performance in both elementary and secondary levels provides evidence of meeting standard 1b. Five elements were covered for this key aspect. According to the data analysis results from 2016 to 2018, 100% of HPE candidates have satisfied this standard. They are especially strong in 3.1. Demonstrating knowledge of subject matter content and student development, and showed consistent improvement over 3 years. Although 3.4 was slightly lower in 2016 (University Field Supervisor’s Evaluation) and 2017 (Cooperating Teacher’s Evaluation) at the elementary level, the improvement in the following year of 2017 and/or 2018 indicated our efforts in addressing that work. Regardless, we will continue to monitor our candidates progress and identify areas needing improvement in an effort to better prepare candidates in the teaching profession.

Clinical Educator Final Elementary Student Teaching Evaluation (EDC 486)

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
1.1 Connecting students’ prior knowledge, life experience, and interests with learning goals	2016-2018_Physical Education K-12	17	4.19/5	4	0.66
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2016-2018_Physical Education K-12	17	4.38/5	4.5	0.7

3.1 Demonstrating knowledge of subject matter content and student development	2016-2018_Physical Education K-12	17	4.45/5	4.63	0.62
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2018_Physical Education K-12	17	3.88/5	4	0.72
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2018_Physical Education K-12	17	4.27/5	4	0.57
4.2 Establishing and articulating goals for student learning	2016-2018_Physical Education K-12	17	4.05/5	4	0.66
4.5 Modifying instructional plans to adjust for student needs	2016-2018_Physical Education K-12	17	4.56/5	5	0.51
5.1 Establishing and communicating learning goals for all students	2016-2018_Physical Education K-12	17	4.02/5	4	0.74
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2017 -2019 All Grades Health and Physical Education K-12	15	4.13/5	4	0.8
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2017 -2019 All Grades Health and Physical Education K-12	15	4.17/5	4	0.79
3.1 Demonstrating knowledge of subject matter content and student development	2017 -2019 All Grades Health and Physical Education K-12	15	4.18/5	5	1.02
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017 -2019 All Grades Health and Physical Education K-12	15	4.08/5	4	0.77
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017 -2019 All Grades Health and Physical Education K-12	15	4.05/5	4	0.84
4.2 Establishing and articulating goals for student learning	2017 -2019 All Grades Health and Physical Education K-12	15	4.10/5	4	0.85
4.5 Modifying instructional plans to adjust for student needs	2017 -2019 All Grades Health and Physical Education K-12	15	4.13/5	4	0.77
5.1 Establishing and communicating learning goals for all students	2017 -2019 All Grades Health and Physical Education K-12	15	3.87/5	4	0.79
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2018-2020 All Grades Health and Physical Education K-12	19	4.39/5	4	0.59
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2018-2020 All Grades Health and Physical Education K-12	19	4.53/5	5	0.61
3.1 Demonstrating knowledge of subject matter content and student development	2018-2020 All Grades Health and Physical Education K-12	19	4.68/5	5	0.56
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2018-2020 All Grades Health and Physical Education K-12	19	4.37/5	4.5	0.74

4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2018-2020 All Grades Health and Physical Education K-12	19	4.50/5	5	0.82
4.2 Establishing and articulating goals for student learning	2018-2020 All Grades Health and Physical Education K-12	19	4.39/5	4.5	0.68
4.5 Modifying instructional plans to adjust for student needs	2018-2020 All Grades Health and Physical Education K-12	19	4.68/5	5	0.58
5.1 Establishing and communicating learning goals for all students	2018-2020 All Grades Health and Physical Education K-12	19	4.50/5	5	0.6
Average of 24 Criterion Average			4.27/5 (85.46%)		

University Supervisor Final Secondary Student Teaching Evaluation EDC 487

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2016-2018_Physical Education K-12	17	4.12/5	4.25	0.68
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2016-2018_Physical Education K-12	17	4.34/5	4.5	0.74
3.1 Demonstrating knowledge of subject matter content and student development	2016-2018_Physical Education K-12	17	3.53/5	4	1.07
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2018_Physical Education K-12	17	3.94/5	4	0.9
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2018_Physical Education K-12	17	4.09/5	4	0.74
4.2 Establishing and articulating goals for student learning	2016-2018_Physical Education K-12	17	3.81/5	4	1.06
4.5 Modifying instructional plans to adjust for student needs	2016-2018_Physical Education K-12	17	3.85/5	4	0.89
5.1 Establishing and communicating learning goals for all students	2016-2018_Physical Education K-12	17	3.68/5	4	0.89
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2017 -2019 All Grades Health and Physical Education K-12	15	4.47/5	4.5	0.58
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2017 -2019 All Grades Health and Physical Education K-12	15	4.45/5	4.5	0.55
3.1 Demonstrating knowledge of subject matter content and student development	2017 -2019 All Grades Health and Physical Education K-12	15	4.27/5	4.5	0.75

3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017 -2019 All Grades Health and Physical Education K-12	15	4.28/5	4.5	0.8
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017 -2019 All Grades Health and Physical Education K-12	15	4.17/5	4.5	0.69
4.2 Establishing and articulating goals for student learning	2017 -2019 All Grades Health and Physical Education K-12	15	4.32/5	4.5	0.47
4.5 Modifying instructional plans to adjust for student needs	2017 -2019 All Grades Health and Physical Education K-12	15	4.25/5	4.5	0.64
5.1 Establishing and communicating learning goals for all students	2017 -2019 All Grades Health and Physical Education K-12	15	4.00/5	4	0.59
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2018-2020 All Grades Health and Physical Education K-12	19	4.64/5	5	0.55
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2018-2020 All Grades Health and Physical Education K-12	19	4.75/5	5	0.42
3.1 Demonstrating knowledge of subject matter content and student development	2018-2020 All Grades Health and Physical Education K-12	19	4.61/5	4.75	0.47
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2018-2020 All Grades Health and Physical Education K-12	19	4.37/5	4.25	0.44
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2018-2020 All Grades Health and Physical Education K-12	19	4.59/5	5	0.55
4.2 Establishing and articulating goals for student learning	2018-2020 All Grades Health and Physical Education K-12	19	4.51/5	4.5	0.5
4.5 Modifying instructional plans to adjust for student needs	2018-2020 All Grades Health and Physical Education K-12	19	4.24/5	4.25	0.64
5.1 Establishing and communicating learning goals for all students	2018-2020 All Grades Health and Physical Education K-12	19	4.49/5	4.5	0.47
Average of 24 Criterion Average			4.24/5 84.79%		

Music Education 1B

Data Overview: Student teachers demonstrate their understanding of and ability to apply learning theory, and their knowledge of learners addressed by Standard 1b. Over the course of eight weeks at an elementary setting and 8 weeks at a secondary setting, music students are assessed by their clinical educators and field supervisors through classroom observations and a summative final evaluation.

Data Analysis: The summative final evaluation is an extensive assessment of all aspects of student teaching. Each Likert scale item on the evaluation represents each student teacher's abilities on a scale of 1 (little evidence) to 5 (well above standard).

There are 29 items total on the evaluation, which is completed by both the clinical educator and the field supervisor at the conclusion of the student teaching assignment. For Standard 1b, there were eight items that related to student teachers' knowledge of students, learning theory, and their ability to apply this knowledge.

1.1 Connecting students' prior knowledge, life experience, and interests with learning goals
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice
3.1 Demonstrating knowledge of subject matter content and student development
3.5 Using materials, resources, and technologies to make subject matter accessible to students
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
4.2 Establishing and articulating goals for student learning
4.5 Modifying instructional plans to adjust for student needs
5.1 Establishing and communicating learning goals for all students

Data Interpretation: Data from classroom observations by clinical educators and University supervisors were collected from 2015-2017, 2017-2019 and 2018-2029 cohorts. The data reveals high mean scores for a five point scale for three categories of Learner Specific, Critical Thinking/Performance Skills, and Communication Strategies. The range of scores for clinical educators across all three cohorts is M=3.62 - 4.06 and for University supervisors, the range is M=3.46-4.50. No extreme scores were apparent, with each cohort consistently earning scores just above proficiency. While University supervisors generally scored student teachers higher than the clinical educators, the number of students is quite low and it would be suspect to draw any generalizable conclusions.

Clinical Educator Classroom Observation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.	2015-2017 _Music Education K-12	9	3.72/5	4	0.75
3. Critical Thinking /Performance Skills: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills. Design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills. Pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. Make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle with a difficulty. Engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence. Use tasks that engage students in exploration, discovery, and hands-on activities.	2015-2017 _Music Education K-12	9	3.83/5	4	0.5
5. Communication Strategies: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. use a variety of communication strategies (e.g., restating ideas, questioning, offering, counter examples) to engage students in learning Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction.	2015-2017 _Music Education K-12	9	4.06/5	4	0.53
2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.	2017-2019 Music Education K-12	13	3.62/5	4	0.65
3. Critical Thinking /Performance Skills: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills. Design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills. Pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. Make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle with a difficulty. Engage students in generating knowledge, testing hypotheses, and exploring	2017-2019 Music Education K-12	13	4.04/5	4	0.59

methods of inquiry and standards of evidence. Use tasks that engage students in exploration, discovery, and hands-on activities.					
5. Communication Strategies: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. use a variety of communication strategies (e.g., restating ideas, questioning, offering, counter examples) to engage students in learning Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction.	2017-2019 Music Education K-12	13	3.77/5	4	0.44
2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.	2018-2020 Music Education K-12	15	3.70/5	4	0.67
3. Critical Thinking /Performance Skills: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills. Design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills. Pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. Make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle with a difficulty. Engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence. Use tasks that engage students in exploration, discovery, and hands-on activities.	2018-2020 Music Education K-12	15	3.88/5	4	0.65
5. Communication Strategies: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. use a variety of communication strategies (e.g., restating ideas, questioning, offering, counter examples) to engage students in learning Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction.	2018-2020 Music Education K-12	15	3.98/5	4	0.63
Average of 9 Criterion Average			3.84/5 (76.89%)		

Clinical Educator Final Evaluation of Student Teaching

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2015-2017_Music Education K-12	9	3.78/5	4	0.67
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2015-2017_Music Education K-12	9	3.67/5	4	0.5
3.2 Organizing curriculum to support student understanding of subject matter	2015-2017_Music Education K-12	9	3.67/5	4	0.71

3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017_Music Education K-12	9	3.50/5	4	0.79
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2015-2017_Music Education K-12	9	3.61/5	3.5	0.7
4.2 Establishing and articulating goals for student learning	2015-2017_Music Education K-12	9	3.44/5	3	0.53
4.5 Modifying instructional plans to adjust for student needs	2015-2017_Music Education K-12	9	3.78/5	4	0.83
5.1 Establishing and communicating learning goals for all students	2015-2017_Music Education K-12	9	3.22/5	3	0.44
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2017-2019 Music Education K-12	13	3.63/5	4	0.63
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2017-2019 Music Education K-12	13	3.56/5	3.25	0.65
3.1 Demonstrating knowledge of subject matter content and student development	2017-2019 Music Education K-12	13	3.69/5	4	0.75
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019 Music Education K-12	13	3.79/5	4	0.71
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017-2019 Music Education K-12	13	3.58/5	3.5	0.64
4.2 Establishing and articulating goals for student learning	2017-2019 Music Education K-12	13	3.38/5	3	0.65
4.5 Modifying instructional plans to adjust for student needs	2017-2019 Music Education K-12	13	3.46/5	3	0.66
5.1 Establishing and communicating learning goals for all students	2017-2019 Music Education K-12	13	3.23/5	3	0.44
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2018-2020 Music Education K-12	14	3.71/5	4	0.47
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2018-2020 Music Education K-12	14	3.79/5	4	0.58
3.1 Demonstrating knowledge of subject matter content and student development	2018-2020 Music Education K-12	14	4.04/5	4	0.63
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2018-2020 Music Education K-12	14	3.89/5	4	0.68
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2018-2020 Music Education K-12	14	3.54/5	3.75	0.5
4.2 Establishing and articulating goals for student learning	2018-2020 Music Education K-12	14	3.64/5	3.5	0.74
4.5 Modifying instructional plans to adjust for student needs	2018-2020 Music Education K-12	14	3.79/5	4	0.43
5.1 Establishing and communicating learning goals for all students	2018-2020 Music Education K-12	14	3.50/5	3	0.65

Average of 24 Criterion Average			3.62/5 (72.41%)		
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University Supervisor Final Evaluation of Student Teaching

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2015-2017_Music Education K-12	9	4.11/5	4	0.55
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2015-2017_Music Education K-12	9	4.56/5	5	0.53
3.1 Demonstrating knowledge of subject matter content and student development	2015-2017_Music Education K-12	9	4.39/5	4.5	0.65
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017_Music Education K-12	9	4.22/5	4.5	0.79
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2015-2017_Music Education K-12	9	4.33/5	4	0.71
4.2 Establishing and articulating goals for student learning	2015-2017_Music Education K-12	9	3.72/5	4	0.36
4.5 Modifying instructional plans to adjust for student needs	2015-2017_Music Education K-12	9	4.28/5	4.5	0.62
5.1 Establishing and communicating learning goals for all students	2015-2017_Music Education K-12	9	3.44/5	3	0.68
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2017-2019 Music Education K-12	13	3.54/5	4	0.52
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2017-2019 Music Education K-12	13	3.77/5	4	0.6
3.1 Demonstrating knowledge of subject matter content and student development	2017-2019 Music Education K-12	13	3.54/5	3	0.66
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019 Music Education K-12	13	3.77/5	4	0.6
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017-2019 Music Education K-12	13	3.54/5	3	0.66
4.2 Establishing and articulating goals for student learning	2017-2019 Music Education K-12	13	3.46/5	3	0.52
4.5 Modifying instructional plans to adjust for student needs	2017-2019 Music Education K-12	13	3.54/5	4	0.52
5.1 Establishing and communicating learning goals for all students	2017-2019 Music Education K-12	13	3.46/5	3	0.66
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	2018-2020 Music Education K-12	15	3.67/5	4	0.49

1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	2018-2020 Music Education K-12	15	3.73/5	4	0.7
3.1 Demonstrating knowledge of subject matter content and student development	2018-2020 Music Education K-12	15	3.67/5	4	0.49
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2018-2020 Music Education K-12	15	4.00/5	4	0.38
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2018-2020 Music Education K-12	15	3.87/5	4	0.74
4.2 Establishing and articulating goals for student learning	2018-2020 Music Education K-12	15	3.27/5	3	0.46
4.5 Modifying instructional plans to adjust for student needs	2018-2020 Music Education K-12	15	3.67/5	4	0.49
5.1 Establishing and communicating learning goals for all students	2018-2020 Music Education K-12	15	3.27/5	3	0.46
Average of 24 Criterion Average			3.78/5 75.67%		

University Supervisor Observation 2

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD for Group
2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.	2015-2017_Music Education K-12	9	4.00/5	4	0.87
3. Critical Thinking /Performance Skills: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills. Design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills. Pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. Make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle with a difficulty. Engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence. Use tasks that engage students in exploration, discovery, and hands-on activities.	2015-2017_Music Education K-12	9	4.50/5	4.5	0.5
5. Communication Strategies: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. use a variety of communication strategies (e.g., restating ideas, questioning, offering, counter examples) to engage students in learning Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction.	2015-2017_Music Education K-12	9	4.50/5	4.5	0.5

<p>2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.</p>	<p>2017-2019 Music Education K-12</p>	<p>13</p>	<p>3.62/5</p>	<p>4</p>	<p>0.51</p>
<p>3. Critical Thinking /Performance Skills: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills. Design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills. Pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. Make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle with a difficulty. Engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence. Use tasks that engage students in exploration, discovery, and hands-on activities.</p>	<p>2017-2019 Music Education K-12</p>	<p>13</p>	<p>3.69/5</p>	<p>4</p>	<p>0.6</p>
<p>5. Communication Strategies: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. use a variety of communication strategies (e.g., restating ideas, questioning, offering, counter examples) to engage students in learning Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction.</p>	<p>2017-2019 Music Education K-12</p>	<p>13</p>	<p>3.46/5</p>	<p>3</p>	<p>0.52</p>
<p>2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.</p>	<p>2018-2020 Music Education K-12</p>	<p>15</p>	<p>3.73/5</p>	<p>4</p>	<p>0.59</p>
<p>3. Critical Thinking /Performance Skills: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills. Design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills. Pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. Make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle with a difficulty. Engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence. Use tasks that engage students in exploration, discovery, and hands-on activities.</p>	<p>2018-2020 Music Education K-12</p>	<p>15</p>	<p>3.73/5</p>	<p>4</p>	<p>0.46</p>

5. Communication Strategies: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. use a variety of communication strategies (e.g., restating ideas, questioning, offering, counter examples) to engage students in learning Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction.	2018-2020 Music Education K-12	15	3.93/5	4	0.46
Average of 9 Criterion Average			3.91/5 (78.15%)		

Data Interpretation: The number of Music candidates in each cohort, while small, has steadily increased between 2015 and 2020, from 9, to 13, to 15 candidates. The scores across the eight criteria are clustered between 3.5 and 4.0 (above the standard), with meeting the standard indicated by a 3.0. During the earliest cohort, 2015-2017, the University supervisor's scores were consistently higher than the clinical educator's scores. This divergence was remedied in the years following.

Aside from the 2015-2017 period, during which University supervisor scoring varied significantly from the rest of the evaluations, scores were relatively flat. There were some small gains moving from the 2017 to 2020, however, there were also dips in establishing and articulating student goals (4.2 and 5.1).

University supervisors graded candidates the highest (a 4.0) during 2018-2020 in category 3.5 (Using resources to make learning accessible to students) and also awarded a 3.87 in category 4.1 (Drawing on students' backgrounds, interests, and needs). The clinical educator also rated candidates highly in using materials (3.5) but reserved their highest scores for category 3.1 (Demonstrating knowledge of the subject matter) rather than 4.1 (Drawing on students' backgrounds, interests, and needs). Although evaluations were relatively stable during the five years, an important area identified for improvement is focusing on the recent drop in candidates establishing and communicating goals for all students (areas 4.2 and 5.1).

[School Library Media 1B](#)

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

Overview: Candidates' competency in learners, learning theory and application of learning theory are assessed by the PRAXIS Library Media Subject test, the Lesson Plan assignment, and the ePortfolio.

Table 1. Learners, Learning Theory, and Application Assessment 1: PRAXIS Library Media Subject Test Learning and Teaching category

Table 2. Learners, Learning Theory, and Application Assessment: Lesson Plans

Table 3. Learners, Learning Theory, and Application Assessment: ePortfolio Scores by Cohort for each RIPTS/AAQEP

PRAXIS Library Media Subject Test - Learning and Teaching Category

Learners, learning theory and the application of learning theory are topics in the Learning and Teaching category of the PRAXIS Library Media Subject Test. The average score by cohort for the years under review for this category of the test are listed in Table 1. The average score of the cohorts are higher or on the higher end of the average performance score of other test takers during the same time frame. See [this document for example score reports](#) for each reporting period that were used to report the average performance score.

Table 1 PRAXIS Library Media Subject Test: Average scores by cohort in the Learning and Teaching Category compared to the Average Performance Ranges of test takers during the Cohort year.

Cohort Year/N	Average Score of Cohort	Average Performance range
2017 N=12	21.7	17-24
2018 N=10	20.5	15-20
2019 N=12	20.8	16-22

Lesson Plans

Overview: The instructor of the course with the Lesson Plan assignment was hired as a per-course instructor for the 2017 year and revised the rubric for the 2018 and 2019 cohort years. The rubric was revised to provide a more accurate assessment of competencies. This rubric worked much better; it was easier for students to understand the expectations and the details provided more information to inform student achievement. The rubric designed in 2018 has continued to be used.

Data Analysis: From the data in Table 2, candidates' scores increased in each of the categories from 2018 to 2019. One reason for this is that the instructor made sure candidates reviewed the rubric, made some changes to the assignment description to clarify expectations, and prioritized

areas where student performance was weaker in 2018. For example, in Category 3 - Student Learning Objectives, candidates in 2019 were provided additional readings and examples of learning objectives, and practiced writing them throughout the semester with feedback from the instructor. This lesson plan assignment will be retained since it provides a relevant opportunity to demonstrate competency in candidate understanding of learners and learning theory.

Table 2 Average Scores by Cohort on Lesson Plan Assignment

Lesson Plan Rubric Categories	Average score 5 point scale 2018 N=12	Average score 5 point scale 2019 N=10
1. Learning Objectives: background information RIPTS 1, 2 AASL 1.1, 1.3	4.08	4.85
2. Learning Objectives: Standards RIPTS 2 AASL 1.1, 1.3, 1.4	4.08	4.95
3. Learning Objectives: SLO or ELO RIPTS 1, 2 AASL 1.1, 1.4	3.92	4.85
4. Instructional Strategies – Lesson Intro RIPTS 1, 2, 3, 4, 5, 6 AASL 1.1, 1.2	4.17	4.8
5. Instructional Strategies – Learner Activities RIPTS 1, 2, 3, 4, 5 AASL 1.1, 1.2	3.88	4.85
6. Instructional Strategies - Questioning RIPTS 5, 8 AASL 1.1, 1.2	3.83	4.65
7. Assessment Strategies RIPTS 9 AASL 1.1, 1.2	4.5	4.75
8. Texts, Materials, and Resources RIPTS 1, 2 AASL 1.1, 1.2, 3.3	4.17	4.85
9. Technology Use: RIPTS 8 AASL 1.1, 1.2, 1.4, 3.3	4.42	4.75
10. Presentation of Lesson Plans and reflection	3.25	4.8

ePortfolio

Overview: The professional ePortfolio assignment is assessed using the Rhode Island Professional Teaching Standards (RIPTS) as categories on the rubric. The average scores for the cohort years under review are in Table 3. The rubric was modified starting in 2018 to be assessed using a 4 point scale rather than a 5 point scale. The instructor of the course made this decision because a score of 3 is competent, and in the 5 point scale, it was difficult to determine two levels above competency. In the 4 point scale, a score of 3 is still competent which is the goal of the program - candidates demonstrate competency in the RIPTS (aligned to AAQEP) and AASL Standards for the Initial Preparation of School Librarians. In column 1 on Table 3, the alignment of the AASL Standards and the RIDE Domains, and the GSLIS Learning Outcomes are indicated.

The ePortfolio provides an opportunity for candidates to demonstrate evidence of their ability to apply learning theory. Candidates complete the portfolio assignment as a culmination of their student teaching experience. The artifacts include lesson plans, student work, assessment instruments, feedback and other evidence of applying learning theory in practice.

Data Analysis: An analysis of the data shows that in 2017, candidates had perfect scores. This is explained by the fact that candidates take much pride in this assignment because it shows their best work. They are also motivated to do well because they can use the portfolio in their job searches. Another reason for the perfect scores in 2017 is that the instructor was a new per-course instructor hired for one year and was getting acclimated to the assignment criteria. In the cohort years, 2018 and 2019, the scores declined slightly in each category except for RIPTS

Standard 9 (Assessment) and Standard 11 (Professionalism), which increased slightly. Even though the majority of the scores are lower, it is a small decrease and they are still above competent (a score of 3) in every category. These scores reflect the growing confidence of the instructor (who was then hired as a tenure track faculty) to be more critical in assessing the assignment.

Data Interpretation: The scores overall indicate that candidates exceed competency (score of 3) in each of the RIPTS standards. This assignment will continue to be given since it is a comprehensive authentic assessment for candidates to demonstrate competency in the professional standards.

Table 3 ePortfolio Scores by Cohort for each RIPTS

RIPTS Standards	2017 N=12	2018 N=10	2019 N=12
RIPTS Standard 1: 1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge; RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction. GSLIS Outcomes: 7b, 7c, 7d; AAQEP 1a	5.00/5	4.00/4	3.75/4
RIPTS STANDARD 2: Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge; RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction. GSLIS Outcomes: 7b, 7c, 7d; AAQEP 1a	5.00/5	3.80/4	3.75/4
RIPTS STANDARD 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge; RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction. GSLIS Outcome: 7b, 7c, 7d; AAQEP 1b	5.00/5	4.00/4	3.75/4
RIPTS STANDARD 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge; RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction. GSLIS Outcomes: 7b, 7c, 7d; AAQEP 1c	5.00/5	4.00/4	3.75/4
RIPTS STANDARD 5: Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge; RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction. GSLIS Outcomes: 7b, 7c, 7d; AAQEP 1c	5.00/5	4.00/4	3.75/4

<p>RIPTS STANDARD 6. Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge, RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction. 3. Service Delivery GSLIS Outcomes: 7b, 7c, 7d; AAQEP 1e</p>	5.00/5	4.00/4	3.75/4
<p>RIPTS STANDARD 7. Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge, 4. Advocacy and Leadership RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction, 3. Service Delivery GSLIS Outcomes: 7b, 7c, 7d; AAQEP 1f</p>	5.00/5	4.00/4	3.75/4
<p>RIPTS STANDARD 8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge. RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction 3. Service Delivery GSLIS Outcomes: 7b, 7c, 7d; AAQEP 1c</p>	5.00/5	4.00/4	3.75/4
<p>RIPTS STANDARD 9. Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction. AASL STANDARDS: 1. Teaching for Learning, 2. Literacy and Reading, 3. Information and Knowledge; 4, Advocacy and Leadership RIDE Domains: 1. Collaboration & Consultation, 2. Planning, Preparation & Instruction 3. Service Delivery, 4. Evaluation and Assessment GSLIS Outcomes: 7b, 7c, 7d; AAQEP 1d</p>	5.00/5	3.70/4	3.75/4
<p>RIPTS STANDARD 10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals. AASL STANDARDS: 4. Advocacy and Leadership, 5. Program Management and Administration RIDE Domains: 5. Professional Responsibilities GSLIS Outcome 7a; AAQEP 1f</p>	5.00/5	4.00/4	3.75/4
<p>RIPTS STANDARD 11. Teachers maintain professional standards guided by legal and ethical principles. AASL STANDARDS: 4. Advocacy and Leadership, 5. Program Management and Administration RIDE Domains: 5. Professional Responsibilities GSLIS Outcome 1a,1b;</p>	5.00/5	3.70/4	3.75/4

[Secondary Education and World Languages 1B](#)

Overview: Student teachers demonstrate their understanding of and ability to apply learning theory, and their knowledge of learners addressed by Standard 1b, during their student teaching. Over the course of this fourteen week experience, students are assessed by their clinical educators and field supervisors through classroom observations and a summative final evaluation.

Student Teaching Final Evaluation

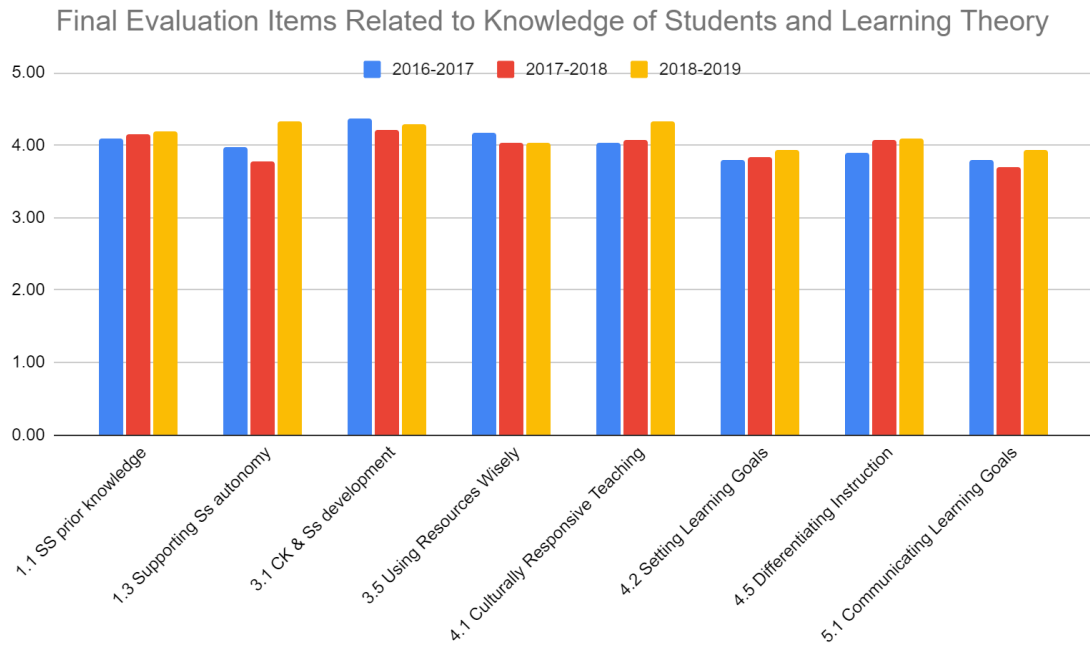
Overview: The summative final evaluation is an extensive assessment of all aspects of student teaching. Each Likert scale item on the evaluation represents each student teacher's abilities on a scale of 1 (little evidence) to 5 (well above standard).

There are 29 items total on the evaluation, which is completed by both the clinical educator and the field supervisor at the conclusion of the student teaching assignment. For Standard 1b, there were eight items that related to student teachers' knowledge of students, learning theory, and their ability to apply this knowledge.

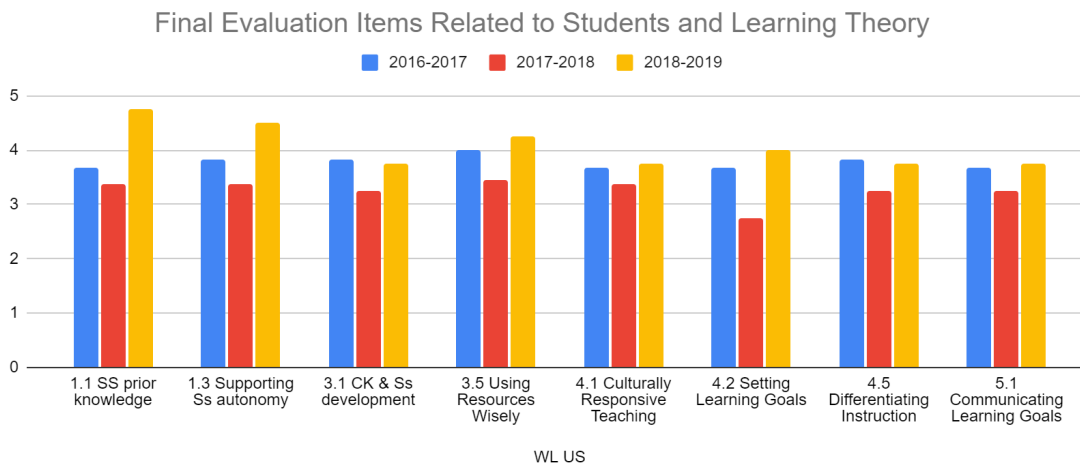
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice
3.1 Demonstrating knowledge of subject matter content and student development
3.5 Using materials, resources, and technologies to make subject matter accessible to students
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
4.2 Establishing and articulating goals for student learning
4.5 Modifying instructional plans to adjust for student needs
5.1 Establishing and communicating learning goals for all students

Data Analysis: For our analysis of the final student teaching evaluation, the university supervisors' scores are used since they are representative of both the university supervisors' scores and the clinical educators' scores.

Secondary Education



World Languages



Data Analysis: The number of secondary teacher candidates in each cohort remained consistent over the three-year data collection period, with 31 candidates in both the 2016-2017 and 2017-2018 cohorts and 32 candidates in the 2018-2019 cohort. The scores across the eight criteria are clustered above a 4.0 (above the standard), with meeting the standard indicated by a 3.0. During the evaluation period, student teachers' performance was relatively stable for three criteria (3.1 applying their content knowledge, 3.5 using resources, and 5.1 communicating learning goals). Performance of student teacher cohorts improved in five areas (1.1 utilizing students' prior knowledge, 1.3 supporting autonomy, 4.1 culturally responsive teaching, 4.2 setting learning goals, and 4.5 differentiating instruction).

The number of candidates completing the World Language track was 6 in 2016-2017, 4 candidates in 2017-2018, and 5 candidates in 2018-2019. We are making a conscious effort to

attract more candidates to the program. The variations observed in the WL specialization track during the three-year period that we are considering could be related to the fact that a new instructor was hired in Sept. 2018 (we see a significant improvement in scores for the year 2018-2019). Despite that, the scores across the eight criteria are clustered above a 3.0 (meets the standard), with the exception of the criteria “setting learning goals” in the year 2017-2018.

Data Interpretation: Candidates were strong in planning and delivering instruction. Scores were consistently strong in several areas (1.1 utilizing students’ prior knowledge, 3.1 applying their content knowledge, 4.1 culturally responsive teaching, and 4.5 differentiating instruction). Since this evaluation occurs at the end of the program, candidates have had numerous opportunities to engage with and apply these topics.

For candidates in the World Language track, scores were stronger in the following three areas: 1.1 utilizing students’ prior knowledge, 1.3 supporting autonomy, and 3.5 using resources wisely.

Though effective, our candidates were evaluated slightly lower in areas related to utilizing learning goals. Across the three years of data collection, candidates consistently struggled with setting and communicating learning goals (4.2, 5.1). While the importance of learning goals is interwoven throughout the program, this finding shows the need for candidates to have more opportunities to apply their knowledge.

Candidates in the World Language track were evaluated slightly lower in the areas of 3.1 applying their content knowledge (use of target language in the classroom) and 4.2 setting learning goals. In fact, the average for the 2017-2018 cohort for this last criteria did not reach a 3.0 (meets the standard).

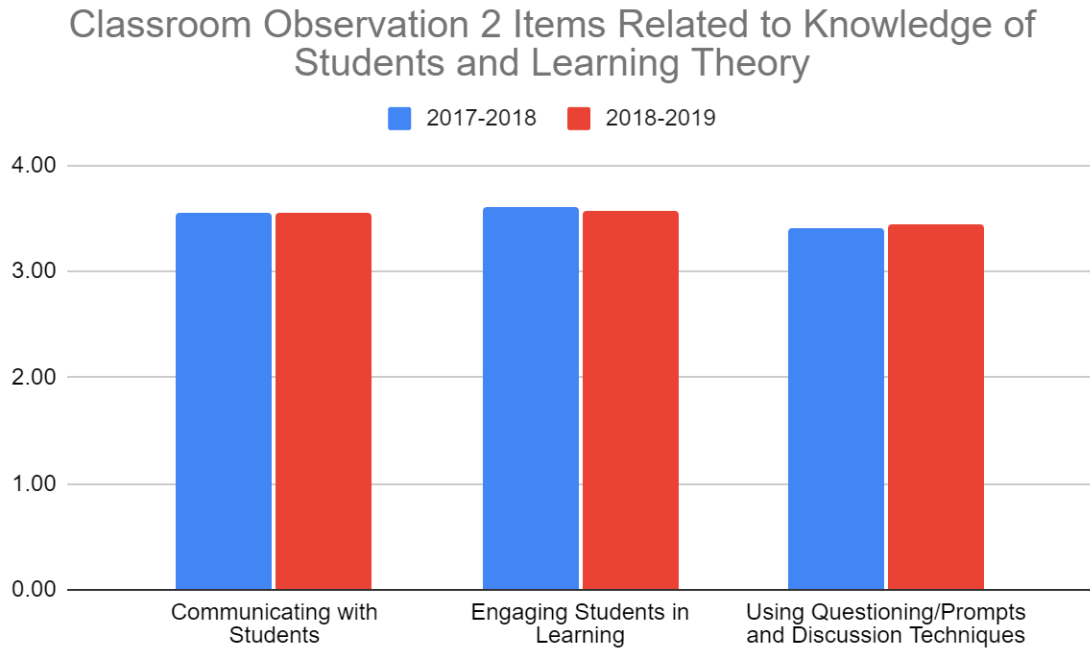
Classroom Observations

Overview: The classroom observations are designed to be formative assessments of all aspects of student teaching. Each Likert scale item on the evaluation represents each student teacher’s abilities on a scale of 1 (does not meet) to 4 (target). A ranking of 3 indicates that criterion is met. The observation form is the same form provided to schools as part of the Rhode Island Teacher Evaluation System. Only two years are reported because the program adopted the state’s instrument in 2017 to increase the coherence between pre-service and in-service assessments. There are 8 items total on the instrument, which is completed by both the clinical educator and the field supervisor at least three times during the student teaching semester. For Standard 1b, there were three items that related to student teachers’ knowledge of students, learning theory, and their ability to apply this knowledge.

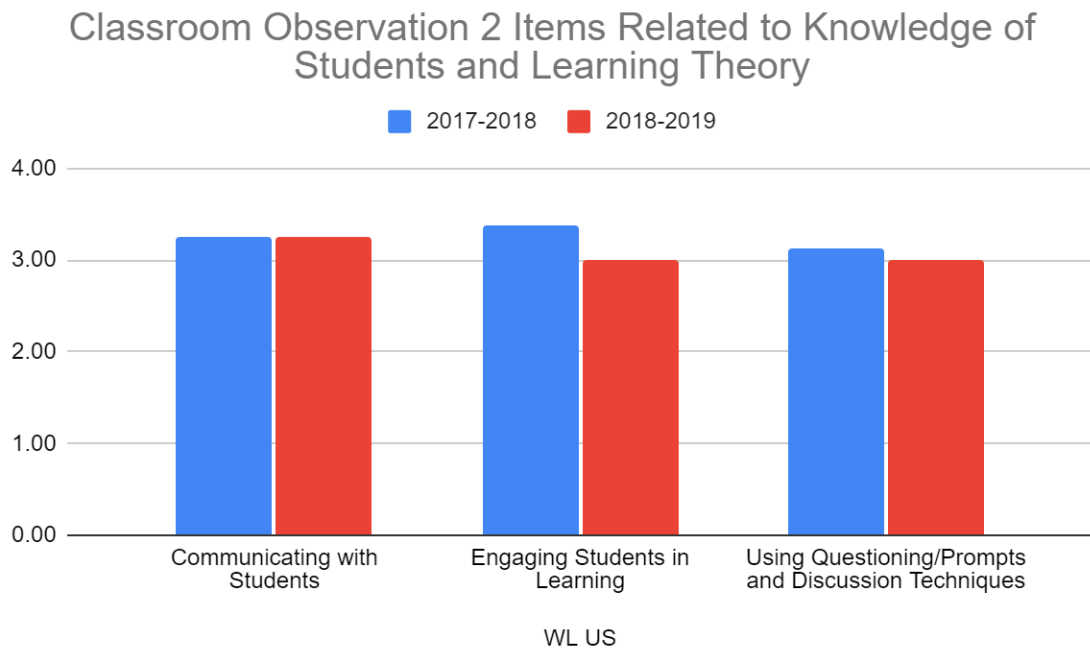
Communicating with Students
Engaging Students in Learning
Using Questioning/Prompts and Discussion Techniques

Data Analysis: For our analysis of the classroom observations, the University supervisors’ scores are used since they are representative of both the University supervisors’ scores and the clinical educators’ scores. We chose the second classroom observation to represent student performance in these three criteria. The figure below shows the cohort average for each criterion by year.

Secondary Education



World Languages



Data Interpretation: Candidates were consistently strong in their application of learning theories during their student teaching placements. For the three criteria relevant to Standard 1b, candidates averaged above a score of 3, (“Meets”) on the Rhode Island Teacher Observation instrument. This performance assessment is evidence of their ability to engage and apply principles of teaching and learning.

Although the average scores were a little lower for candidates in the Secondary Education Program, specialization World Languages, for the three criteria relevant to Standard 1b, they averaged above 3 (“Meets”) on the Rhode Island Teacher Observation instrument.

The program could be strengthened by attending to candidates’ ability to engage students in learning. Though consistently acceptable in both years, the variance between candidates’ scores in 2017-2018 showed an overall SD of 0.49, with science reporting a SD of 0.27 and math reporting a SD of 1.15. This variation was not repeated in 2018-2019.

The variations observed in the WL specialization track could be related to the fact that a new instructor was hired in September 2018 and the small number of candidates in this track (6 candidates in the 2016-2017, 4 candidates in 2017-2018, 5 candidates in 2018-2019).

Results suggest that program candidates are able to understand and apply principles of learning and teaching successfully. Based on the final evaluation and classroom observation data, we need to continue to strengthen future candidates’ ability to develop and use learning goals as well and plan instruction that engages their students.

THE CASE FOR STANDARD ONE: CANDIDATE/COMPLETER PERFORMANCE

STANDARD 1C: Culturally Responsive Practice, Language Acquisition, and Literacy Development

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Once admitted to the ECE program, candidates are required to take three courses in language development and acquisition and literacy development in culturally diverse learning settings. After taking HDF 420 Language Development and Early Literacy Development and EDC 424 Teaching Literacy for Primary Grades, the candidates are required to take EDC 426 Integrated Literacy and Social Studies (Methods III) and to complete a culminating TaskStream assignment presenting their knowledge and skills in implementing Culturally Responsive Practices on language acquisition and literacy development. The EDC 426 Integrated Literacy and Social Studies Activity Plan was used to analyze the candidates' performance for this report.

Integrated Literacy and Social Studies Activity Plan

Overview: The Integrated Literacy and Social Studies Activity Plan (thematic unit) is the key assignment for EDC 426. The candidate's clinical educator provides guidance regarding preparation and implementation of the Integrated Activity Plan (thematic unit) into the curriculum in the following spring semester. The Integrated Activity Plan is a compilation of three content-integrated lesson plans that enlist (and are coded with) the appropriate, related standards. These standards include the AAQEP, the Rhode Island Professional Teaching Standards (RIPTS), the NAEYC Standards, the Common Core State Standards, and the Rhode Island Grade Span Expectations (GSE's). The Activity Plan addresses a timely topic in Language Arts that is integrated with Social Studies. For example, candidates may pursue topics such as Learning About our World, Celebrating Diversity, Different Types of Families, Eric Carle or Jan Brett author studies, or Poetry. Each lesson plan includes a minimum of three content area extensions, provisions and accommodations for learners with special learning needs (including English Language Learners), and a letter for the parents of the students explaining the lessons and how parents or guardians can contribute at home to strengthening their children's learning, thereby linking the school with the home.

Data Overview: Data on this 11 item evaluation scale was collected over a period of three years, between 2017 and 2019. In 2017, data was collected on 17 candidates; in 2018, data was collected on 11 candidates, and in 2019, data was also collected on 10 candidates.

Data Interpretation: Candidates' scores improved on almost all categories over the four-year time period. The areas of strength (scoring between 4.2 and 5.0 out of 5 possible points) over the four years were in the following items: Technology use (4.59 in 2015 and 4.7 in 2019); Material and resources (4.76 in 2015 and 4.7 in 2019); Developing students' cognitive and performance skills (4.76 in 2015 and 4.9 in 2019); Content knowledge (4.71 in 2017 and 4.7 in 2019); Addressing students' needs (4.29 in 2015 and 4.9 in 2019); and Use of Grade Span Expectations/Curriculum Relevance (4.18 in 2015 and 4.4 in 2019). The average score across all four years was 4.53 out of 5 points, or 90.67%, the well above standard range.

Candidates' scores were lower in the areas of Conventions (spelling and grammar) and Assessment strategies in 2015 (3.82 and 3.29 out of 5 possible points, respectively, and falling into the above standard range). However, in 2017 and 2019, both items were scored significantly higher (average scores of 4.5 and 4.1, respectively, and in the well above standard range). The integrated Literacy and Social Studies Activity Plan provides an excellent opportunity for students to integrate content area knowledge into a three-week thematic unit that is implemented in the Spring semester following the creation of the Plan in the fall semester. Because of the increase in scores over the past four years, instructors will continue to provide the necessary scaffolding during class time, allow students access to a "model" plan from a previous student, and

encourage students to work closely with their clinical educators to ensure that the Plan aligns well with the scope and sequence of the language arts and social studies classroom curriculum.

Early Childhood EDC 426 Literacy and Social Studies Lesson Plan Data

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	Standard Deviation for Group
Relevance to the School Curriculum and Grade Level/Span Expectations	2015-2017 Early Childhood Education	17	4.18/5	4	0.73
Professional Pedagogy and Content Standards	2015-2017 Early Childhood Education	17	4.47/5	4	0.51
Relevance of Goals to Content	2015-2017 Early Childhood Education	17	4.65/5	5	0.49
Content Knowledge	2015-2017 Early Childhood Education	17	4.71/5	5	0.47
Prior Knowledge, Motivation, and Interest	2015-2017 Early Childhood Education	17	3.88/5	4	0.49
Addressing Students' Needs	2015-2017 Early Childhood Education	17	4.29/5	4	0.77
Technology Use	2015-2017 Early Childhood Education	17	4.59/5	5	0.8
Use of Materials and Resources	2015-2017 Early Childhood Education	17	4.76/5	5	0.66
Cognitive and Performance Skills	2015-2017 Early Childhood Education	17	4.76/5	5	0.44
Assessment Strategies	2015-2017 Early Childhood Education	17	3.29/5	3	0.77
Spelling and Grammar	2015-2017 Early Childhood Education	17	3.82/5	4	0.88
Relevance to the School Curriculum and Grade Level/Span Expectations	2016-2018 Early Childhood Education	11	4.27/5	5	1.01
Professional Pedagogy and Content Standards	2016-2018 Early Childhood Education	11	4.73/5	5	0.47
Relevance of Goals to Content	2016-2018 Early Childhood Education	11	4.73/5	5	0.47

Content Knowledge	2016-2018 Early Childhood Education	11	5.00/5	5	0
Prior Knowledge, Motivation, and Interest	2016-2018 Early Childhood Education	11	5.00/5	5	0
Addressing Students' Needs	2016-2018 Early Childhood Education	11	4.82/5	5	0.4
Technology Use	2016-2018 Early Childhood Education	11	4.73/5	5	0.47
Use of Materials and Resources	2016-2018 Early Childhood Education	11	4.91/5	5	0.3
Cognitive and Performance Skills	2016-2018 Early Childhood Education	11	4.91/5	5	0.3
Assessment Strategies	2016-2018 Early Childhood Education	11	4.09/5	4	0.83
Spelling and Grammar	2016-2018 Early Childhood Education	11	4.64/5	5	0.67
Relevance to the School Curriculum and Grade Level/Span Expectations	2017-2019 Early Childhood Education	10	4.40/5	5	0.84
Professional Pedagogy and Content Standards	2017-2019 Early Childhood Education	10	4.90/5	5	0.32
Relevance of Goals to Content	2017-2019 Early Childhood Education	10	4.40/5	4	0.52
Content Knowledge	2017-2019 Early Childhood Education	10	4.70/5	5	0.48
Prior Knowledge, Motivation, and Interest	2017-2019 Early Childhood Education	10	4.60/5	5	0.52
Addressing Students' Needs	2017-2019 Early Childhood Education	10	4.90/5	5	0.32
Technology Use	2017-2019 Early Childhood Education	10	4.70/5	5	0.48
Use of Materials and Resources	2017-2019 Early Childhood Education	10	4.70/5	5	0.48
Cognitive and Performance Skills	2017-2019 Early Childhood Education	10	4.90/5	5	0.32
Assessment Strategies	2017-2019 Early Childhood Education	10	4.10/5	4.5	0.99

Spelling and Grammar	2017-2019 Early Childhood Education	10	4.30/5	4	0.67
Average of 33 Criterion Average			4.54/5 (90.81%)		

Clinical Educator Classroom Observation II

Overview: The Clinical Educator Classroom Observation II measures candidates' teaching of their second formal lesson, out of a total of three formal lessons, during the spring student teaching semester. Three items from this Classroom Observation II that address culturally responsive practice, language acquisition, and literacy development were extracted and analyzed. The three areas are Establishing a Culture of Learning, Managing Student Behavior, and Engaging Students in Learning. The formal lesson plan contains teacher and student standards including the AAQEP, the Rhode Island Professional Teaching Standards (RIPTS), the NAEYC Standards, the Common Core State Standards, and the Rhode Island Grade Span Expectations (GSE's). Other lesson plan components are an objective, goals, outcomes, provisions for learners with special needs (including ELLs), activation of prior knowledge, a concrete introduction, procedures, content area extension activities, a letter to parents/guardians, and two assessment tools. One assessment tool measures students' self reflections of their lesson performance; the second assessment tool measures students' actual performance on the task as this performance relates to the outcomes. Candidates are observed by both the clinical educators and the University supervisor on all three pre-approved formal lessons using the Rhode Island Department of Education/Rhode Island Professional Teaching Standards tool.

Data Analysis: Data was collected during a three-year period, from 2017 until 2019. In the earlier cohort, data were collected for 12 candidates; in the later cohort, data were collected for 10 candidates. On the three measures, the candidates scored considerably higher in 2017-2019 than they scored in 2016-2018. The area demonstrating the most improvement, as rated by the clinical educator, was in Establishing a Culture of Learning, which improved from a 3.1 for the earlier cohort to a 3.6 for the later cohort. The area in which candidates scored the highest was in Engaging Students in Learning, in which candidates scored a 3.7 and a 3.8, respectively. Managing student behavior also showed a moderate improvement, with a 3.2 in the earlier cohort and a 3.5 in the later cohort. The mean score on all three items is 3.5/4.

Data Interpretation: The results on the item, Establishing a Culture of Learning are very promising and may indicate the fact that candidates are introduced to culture and individual differences in teaching methods courses (Methods I, II, and III) which demonstrate how to meet individual differences through culturally responsive teaching and require candidates to demonstrate this knowledge in key assignments. Additionally, many candidates are now seeking TESOL endorsement; the seven courses taken for this endorsement provide the opportunity for candidates to acquire considerable knowledge about cultural pluralism.

Clinical Educator Classroom Observation II

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Establishing a Culture of Learning	2016-2018 Early Childhood Education	12	3.10/4	3	0.36
Managing Student Behavior	2016-2018 Early Childhood Education	12	3.19/4	3	0.47

Engaging Students in Learning	2016-2018 Early Childhood Education	12	3.56/4	3.75	0.5
Establishing a Culture of Learning	2017-2019 Early Childhood Education	10	3.60/4	3.75	0.46
Managing Student Behavior	2017-2019 Early Childhood Education	10	3.53/4	3.63	0.49
Engaging Students in Learning	2017-2019 Early Childhood Education	10	3.70/4	3.88	0.37
Average of 6 Criterion Average			3.45/4 (86.16%)		

Clinical Educator Final Student Teaching Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2015-2017 Early Childhood Education	18	4.61/5	5	0.7
2.3 Promoting social development and group responsibility	2015-2017 Early Childhood Education	18	4.56/5	5	0.7
2.4 Establishing and maintaining standards for student behavior	2015-2017 Early Childhood Education	18	4.61/5	5	0.7
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017 Early Childhood Education	18	4.50/5	5	0.62
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2015-2017 Early Childhood Education	18	4.56/5	5	0.7
4.2 Establishing and articulating goals for student learning	2015-2017 Early Childhood Education	18	4.33/5	4	0.69
4.5 Modifying instructional plans to adjust for student needs	2015-2017 Early Childhood Education	18	4.44/5	5	0.7
5.1 Establishing and communicating learning goals for all students	2015-2017 Early Childhood Education	18	4.28/5	4	0.67
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2016-2018 Early Childhood Education	12	4.17/5	4	0.54

2.3 Promoting social development and group responsibility	2016-2018 Early Childhood Education	12	4.31/5	4	0.51
2.4 Establishing and maintaining standards for student behavior	2016-2018 Early Childhood Education	12	4.23/5	4	0.63
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2018 Early Childhood Education	12	4.25/5	4	0.61
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2018 Early Childhood Education	12	4.27/5	4	0.6
4.2 Establishing and articulating goals for student learning	2016-2018 Early Childhood Education	12	3.90/5	4	0.63
4.5 Modifying instructional plans to adjust for student needs	2016-2018 Early Childhood Education	12	4.02/5	4	0.66
5.1 Establishing and communicating learning goals for all students	2016-2018 Early Childhood Education	12	3.98/5	4	0.71
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2017-2019 Early Childhood Education	10	4.05/5	4	0.83
2.3 Promoting social development and group responsibility	2017-2019 Early Childhood Education	10	3.95/5	4	0.76
2.4 Establishing and maintaining standards for student behavior	2017-2019 Early Childhood Education	10	3.93/5	4	1.01
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019 Early Childhood Education	10	4.03/5	4	0.69
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017-2019 Early Childhood Education	10	4.10/5	4	0.74
4.2 Establishing and articulating goals for student learning	2017-2019 Early Childhood Education	10	3.78/5	4	0.63
4.5 Modifying instructional plans to adjust for student needs	2017-2019 Early Childhood Education	10	3.75/5	4	0.8

5.1 Establishing and communicating learning goals for all students	2017-2019 Early Childhood Education	10	3.83/5	4	0.67
Average of 24 Criterion Average			4.18/5 (83.68%)		

University Supervisor Final Student Teaching Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2015-2017 Early Childhood Education	18	4.78/5	5	0.55
2.3 Promoting social development and group responsibility	2015-2017 Early Childhood Education	18	4.22/5	4	0.55
2.4 Establishing and maintaining standards for student behavior	2015-2017 Early Childhood Education	18	4.61/5	5	0.7
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017 Early Childhood Education	18	4.67/5	5	0.59
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2015-2017 Early Childhood Education	18	4.61/5	5	0.61
4.2 Establishing and articulating goals for student learning	2015-2017 Early Childhood Education	18	4.22/5	4	0.65
4.5 Modifying instructional plans to adjust for student needs	2015-2017 Early Childhood Education	18	4.67/5	5	0.69
5.1 Establishing and communicating learning goals for all students	2015-2017 Early Childhood Education	18	4.00/5	4	0.34
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2016-2018 Early Childhood Education	12	4.50/5	4.5	0.52
2.3 Promoting social development and group responsibility	2016-2018 Early Childhood Education	12	4.08/5	4	0.51
2.4 Establishing and maintaining standards for student behavior	2016-2018 Early Childhood Education	12	4.50/5	4.5	0.52

3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2018 Early Childhood Education	12	4.42/5	4	0.51
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2018 Early Childhood Education	12	4.83/5	5	0.39
4.2 Establishing and articulating goals for student learning	2016-2018 Early Childhood Education	12	4.33/5	4	0.49
4.5 Modifying instructional plans to adjust for student needs	2016-2018 Early Childhood Education	12	4.67/5	5	0.65
5.1 Establishing and communicating learning goals for all students	2016-2018 Early Childhood Education	12	3.92/5	4	0.79
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2017-2019 Early Childhood Education	10	4.50/5	5	0.71
2.3 Promoting social development and group responsibility	2017-2019 Early Childhood Education	10	3.80/5	4	0.63
2.4 Establishing and maintaining standards for student behavior	2017-2019 Early Childhood Education	10	4.55/5	5	0.69
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019 Early Childhood Education	10	4.00/5	4	0.47
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017-2019 Early Childhood Education	10	4.65/5	5	0.47
4.2 Establishing and articulating goals for student learning	2017-2019 Early Childhood Education	10	3.70/5	4	0.48
4.5 Modifying instructional plans to adjust for student needs	2017-2019 Early Childhood Education	10	4.50/5	5	0.71
5.1 Establishing and communicating learning goals for all students	2017-2019 Early Childhood Education	10	3.80/5	4	0.63
Average of 24 Criterion Average			4.36/5 (87.11%)		

University Supervisor Observation II

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Establishing a Culture of Learning	2016-2018 Early Childhood Education	12	3.08/4	3	0.29
Managing Student Behavior	2016-2018 Early Childhood Education	12	3.35/4	3.25	0.46
Engaging Students in Learning	2016-2018 Early Childhood Education	12	3.75/4	4	0.34
Establishing a Culture of Learning	2017-2019 Early Childhood Education	10	3.40/4	3.5	0.52
Managing Student Behavior	2017-2019 Early Childhood Education	10	3.20/4	3	0.42
Engaging Students in Learning	2017-2019 Early Childhood Education	10	3.35/4	3.38	0.43
Average of 6 Criterion Average			3.36/4 (83.91%)		

Clinical Educator Final Evaluation:

Overview: At the end of the spring semester, the clinical educators and University supervisors independently use the 24 item RIDE evaluation tool to rate their student teachers on eight areas related to culturally responsive practice, language acquisition, and literacy development.

Data Overview: The data illustrates ratings from clinical educators from three cohorts of student teachers over a period of four years, from 2015 until 2017. Eight items from the RIDE scale were extracted and analyzed. Cohort one enrolled 18 student teachers, cohort two enrolled 12 student teachers, and cohort three enrolled 10 student teachers.

Data Analysis: For cohort one, the mean score on all eight items was a 4.5. For cohort two, the mean score was 4.1 on all eight items, and for cohort three, the mean score was 3.9. Higher scoring items for all three cohorts included items 1, 4, and 5: enlisting instructional strategies to meet students' needs; making subject matter accessible; and valuing students' backgrounds, interests and developmental learning needs. Lower scoring items for all three cohorts were items 4.2, 4.5, and 5.1: establishing and articulating goals for student learning; modifying instructional plans to adjust for student needs; and establishing and communicating learning goals for all students. Cohort one was the highest scoring cohort, as rated by the clinical educators, with a mean score of 4.5 on the eight items. Cohort two was the second highest scoring, with a mean score of 4.1. Cohort three was the lowest scoring, with a mean score of 3.9. The mean score for all 24 criteria was 4.2 on a 5 point scale.

Data Interpretation: The decline in scores from cohort one to cohort two and, again, to cohort three, will be further explored and rectified in the upcoming semesters. Specifically, the areas that represent the largest gap between cohorts one and three will be targeted. Professors and supervisors will devote more instructional time to teaching and practicing learning objectives, goals, and outcomes and communicating these goals to their students. Previous methods courses (Methods I and II) will emphasize learning about objectives, goals, and outcomes and helping their students in course practica to understand the lesson's goals and to set and monitor their goals for their own learning. Professors/supervisors in all three teaching methods courses and clinical educators will also collaborate in finding ways to scaffold candidates' knowledge, skills, and dispositions about assessment as these teaching candidates/student teachers

continually monitor results and modify instruction accordingly in order to meet their students' unique learning needs.

University Supervisor Final Evaluation:

Overview: (Please see Clinical Educator overview, above)

Data Overview: (Please see Clinical Educator overview, above)

Data Analysis: For cohort one, the mean score was 4.5 on all eight items. For cohort two, the mean score was 4.4, and for cohort three the mean score was 4.2. These mean scores reflect a moderate decline in candidate performance in the area of establishing and articulating goals for student learning. Items that remained high were using instructional strategies to respond to students' needs, maintaining behavior standards for students, and valuing students' backgrounds, interests, and developmental learning needs. The average score on all 24 supervisor items was a 4.5/5, which is slightly lower than the clinical educators' mean score of 4.2.

Data Interpretation: Promoting social development and group responsibility, establishing and articulating learning goals for all students, and establishing and communicating these learning goals to students are areas warranting further exploration as they each fell slightly below the 4.0/5 range for cohort three and slightly declined from cohorts one and two. As mentioned in the previous reflections, clinical educators and university supervisors will work closely together to promote a deeper understanding of goal setting related to individual students' developmental learning needs and communicating these goals to the students. Supervisors and clinical educators will continue to reinforce the stronger areas for all three cohorts as identified in the table below, especially in items 1.2, 2.4, 3.5, 4.1, and 4.5. Establishing interobserver reliability and mutual goal setting are future plans related to the stronger and weaker final evaluation items. We will enlist scheduled conferencing among the supervisor, clinical educator, and student teacher including post-lesson plan conferencing, mid-semester and final evaluation conferencing. We will stress the weaker areas related to goal setting at our teacher training workshops. We believe that his ongoing and consistent reinforcement of stronger areas and targeting/rectification of weaker areas will considerably benefit the student teacher as well the students.

Overview: The University Supervisor Observation 2 is the same tool that is used by the Clinical Educator for the candidates' second evaluation during spring semester student teaching. (Please see the Overview, above, for Clinical Educator Observation 2). This tool is also used at the mid-semester evaluation time, thereby allowing candidates to reflect upon their performance in key areas of cultural competence and set goals to improve their knowledge, skills, and dispositions during the remaining weeks of student teaching.

Clinical Educator Classroom Observation II

Data Overview: (Please see Data Overview, above, for Clinical Educator Observation 2).

Data Analysis: With a mean score on all three items a 3.4/4, the University supervisors' mean scores were almost identical to the scores of the clinical educator when both the 2016-2017 and 2017-2018 cohorts are analyzed. However, the clinical educator rated the candidates higher on Managing Classroom Behavior (3.5 vs. 3.2 in the 2017-2018 cohort) and Engaging Students in Learning (3.8 vs. 3.4 the 2017-2018 cohort) than the university supervisor. Managing Student Behavior and Engaging Students in Learning were scored lower for the later cohort by the university supervisor, with scores of 3.2 and 3.4 for the later cohort vs. scores of 3.4 and 3.8 for the previous cohort. However, Establishing a Culture of Learning scores increased from 3.1 to 3.4 for the two comparison cohorts indicating a higher degree of culturally competent teaching over the

Data Interpretation: It is interesting that clinical educators, overall, scored candidates higher on all three measures in the 2017-2019 year, whereas scores were very similar between the clinical educator and the University supervisor during the 2016-2018 year. The decline in scores from the university supervisor in Managing Student Behavior and Engaging Students in Learning will be addressed by placing a greater emphasis in the EDC 426/350 class and the EDC 485 seminar on these two areas. Moreover, the university supervisors' meeting with the clinical educators following each formal lesson teaching in order to determine the reasons for the higher scores from the clinical educators on these two areas is warranted. The reason for the difference in scores in these two areas may lie in the fact that the clinical educator is able to observe the candidate all day and every day, whereas the university supervisor observes the candidate 5-6 times during the semester. The clinical educator no doubt is aware of extenuating circumstances and recognizes the overall progress made by the candidate in these areas.

[Elementary Education 1C](#)

Culturally Responsive Practice Task:

Overview: In the first semester of the program core (semester 1, junior year) candidates take EDC 453 Individual Differences. In this course candidates learn about culturally responsive practices and upon completion of the course are expected to use culturally responsive practices in all other Elementary Education courses and in the classroom. For evidence in 1C of our self-study, we are using data from six tasks.

- I. Culturally Responsive Practice task (EDC 453 Individual Differences)
- II. Clinical Educator Classroom Observation 2 (EDC 484 Student Teaching)
- III. University Supervisor Classroom Observation 2 (EDC 484 Student Teaching)
- IV. Clinical Educator Final Evaluation (EDC 484 Student Teaching)
- V. University Supervisor Final Evaluation (EDC 484 Student Teaching)
- VI. University Supervisor Classroom Observat 2 (EDC 484 Student Teaching)

Data Analysis: Candidates are introduced to and assessed on culturally responsive practices during the Individual Differences course (EDC 453) in the first semester of their 2-year program. They are asked to apply their developing understanding of culturally responsive pedagogy to solving a problem (in their practicum class in collaboration with the Clinical Educator) or by creating a unique learning opportunity in a real classroom. The problem or unique learning opportunity needs to address course content. The assessment has seven criteria assessed on a 3-point scale (developing, acceptable, and target).

Data Interpretation: Candidates generally score 'acceptable or target' on this task. The highest scoring areas tend to focus on development and approaches to learning (see 1b). The lowest scoring areas focus on collaboration. The latter may be because of candidates' limited understanding of collaboration with colleagues and families or lack of previous experience. More likely the relationship with the clinical educator in this early practicum (semester 1, EDC 454 Individual Differences Practicum) does not immediately provide opportunities for collaboration with any of the other professionals of the school or parents, nor are our candidates necessarily privy to confidential information on the students because clinical educators and other specialists do not feel comfortable sharing this information with our candidates at this point. This changes in the next field practicum (semester 2, EDC 459 Methods Practicum 1, same setting) where the candidates must create lessons and teach them in their practicum under the guidance of the clinical educator. However, to remediate the lack of opportunity, candidates are encouraged in this assignment to recommend ways that collaboration would be helpful to remedy this situation. Some took advantage of that opportunity. Scores still remain low in this area. As collaboration with colleagues, families, and community agencies as a culturally responsive practice can provide much needed support for students, we will continue to refine how our candidates might realistically experience this in earlier placements.

The criteria for this task are areas important in culturally responsive practice, and candidates use Brown University's Culturally Responsive Practices as a basis for their work and are taught this in class. We need to revise this task, considering whether it is possible for the candidates to actually implement a task that requires collaboration with their clinical educators, specialists, parents and the community. Is it too early for this? In addition, part of the strength of this task is that candidates must implement an intervention or create an opportunity focused on culturally responsive practices. This is done in collaboration with their clinical educator. Yet, students do not report working with their clinical educator on this task, even when prompted to do so. Revising the task and rubric to work within the constraints of the experience, but still providing opportunities to develop in their knowledge, skills, and dispositions regarding culturally responsive practices, is necessary.

Culturally Responsive Practices Task (EDC 453)

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Candidates understand how elementary students differ in their development.	2015-2017_Elementary Education	53	2.38/3	2	0.53
Candidates understand how elementary students differ in their approaches to learning.	2015-2017_Elementary Education	53	2.45/3	2	0.5
Reflection and Consultation	2015-2017_Elementary Education	53	2.08/3	2	0.44
Reflection, Research based practices, and Initiative	2015-2017_Elementary Education	53	2.08/3	2	0.53
Candidates know the importance of establishing and maintaining a positive, collaborative relationship with families	2015-2017_Elementary Education	53	2.04/3	2	0.38
Candidates know how to use this collaboration to promote the intellectual, social, emotional, and physical growth of children.	2015-2017_Elementary Education	53	1.96/3	2	0.4
Candidates collaborate with colleagues and agencies in the larger community to support K-6 students' learning and well-being.	2015-2017_Elementary Education	53	1.44/3	1.5	0.68
Candidates understand how elementary students differ in their development.	2016-2018_Elementary Education	62	2.10/3	2	0.41
Candidates understand how elementary students differ in their approaches to learning.	2016-2018_Elementary Education	62	2.19/3	2	0.5
Reflection and Consultation	2016-2018_Elementary Education	62	2.11/3	2	0.44
Reflection, Research based practices, and Initiative	2016-2018_Elementary Education	62	2.11/3	2	0.44
Candidates know the importance of establishing and maintaining a positive, collaborative relationship with families	2016-2018_Elementary Education	62	2.04/3	2	0.38
Candidates know how to use this collaboration to promote the intellectual, social, emotional, and physical growth of children.	2016-2018_Elementary Education	62	1.97/3	2	0.39
Candidates collaborate with colleagues and agencies in the larger community to support K-6 students' learning and well-being.	2016-2018_Elementary Education	62	1.90/3	2	0.45
Candidates understand how elementary students differ in their development.	2017-2019 Elementary Education	54	2.19/3	2	0.3
Candidates understand how elementary students differ in their approaches to learning.	2017-2019 Elementary Education	54	2.34/3	2	0.41
Reflection and Consultation	2017-2019 Elementary Education	54	2.17/3	2	0.34

Reflection, Research based practices, and Initiative	2017-2019 Elementary Education	54	2.56/3	2.75	0.47
Candidates know the importance of establishing and maintaining a positive, collaborative relationship with families	2017-2019 Elementary Education	54	2.06/3	2	0.45
Candidates know how to use this collaboration to promote the intellectual, social, emotional, and physical growth of children.	2017-2019 Elementary Education	54	1.94/3	2	0.45
Candidates collaborate with colleagues and agencies in the larger community to support K-6 students' learning and well-being.	2017-2019 Elementary Education	54	1.31/3	1	0.52

Clinical Educator Classroom Observation 2

Overview: The RIDE Lesson Evaluation consists of eight criteria rubric on a 4-point scale: Does not meet (1), Approaches the Standard (2), Meets the Standards (3), Target (4). Three of the eight criteria are used to assess candidates, knowledge, skills and dispositions on culturally responsive practices. Candidates are observed using this instrument twice during their student teaching semester by the clinical educator. We chose to use the second evaluation by the clinical educator to examine how candidates perform in this areas for our self-study. We have data from this for two cohorts: 2016-18 and 2017-19.

Data Analysis: Scores were high. Most students met the standard or reached target. There is improvement over time between cohort 2016-18 and 2017-19 on all variables. Managing student behavior is the lowest scoring area in both cohorts although the candidates' performance improves in the second year of implementation.

Data interpretation: Two years of data do not indicate a trend. Even though there is improvement we need to see if this trend has continued in subsequent cohorts. Therefore, looking at this area for those subsequence cohorts will confirm if the positive trend continues.

Clinical Educator Classroom Observation 2

Rubric Criteria	Cohort	N	Avg	SD
Establishing a Culture of Learning	2016-2018_Elementary Education	58	3.12/4	0.49
Managing Student Behavior	2016-2018_Elementary Education	58	2.97/4	0.63
Engaging Students in Learning	2016-2018_Elementary Education	58	3.12/4	0.65
Establishing a Culture of Learning	2017-2019 Elementary Education	47	3.61/4	0.49
Managing Student Behavior	2017-2019 Elementary Education	47	3.45/4	0.65
Engaging Students in Learning	2017-2019 Elementary Education	47	3.53/4	0.54

University Supervisor's Classroom Observation 2:

Overview: The RIDE Lesson Evaluation consists of eight criteria rubric on a 4-point scale: Does not meet (1), Approaches the Standard (2), Meets the Standards (3), Target (4). Three of the eight criteria are used to assess candidates' knowledge, skills and dispositions on culturally responsive practices. Candidates are observed three times by the University supervisor using the RIDE Lesson Evaluation. We chose to use the second evaluation by the University supervisor to examine how candidates perform in this areas for our self-study and to provide

some comparison between the clinical educator’s assessment and that of the University supervisor. We have data from this for two cohorts: 2016-18 and 2017-19.

Data Analysis: There is improvement over time between cohort 2016-18 and 2017-19 on all variables. Less improvement is noted for the criteria of engaging students in learning. Engaging students in learning is the lowest scoring area in both cohorts and there is no improvement between cohorts on this variable.

Data Interpretation: Even though there is improvement we need to see if this has continued. Looking at subsequent cohorts should provide an answer to this. That said, the trend is positive. However, comparing the assessment of the University supervisor and the clinical educator, we note that lower scoring areas are different, as the University supervisor’s lowest scoring area is engaging students in learning and the clinical educator’s is managing student behavior. This could be a factor of the actual lesson observed or it may indicate a difference in focus that can influence scoring.

University Supervisor Observation 2

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	Standard Deviation for Group
Establishing a Culture of Learning	2016-2018_Elementary Education	58	3.30/4	3	0.48
Managing Student Behavior	2016-2018_Elementary Education	58	3.31/4	3.13	0.55
Engaging Students in Learning	2016-2018_Elementary Education	58	3.26/4	3	0.47
Establishing a Culture of Learning	2017-2019 Elementary Education	47	3.55/4	3.5	0.45
Managing Student Behavior	2017-2019 Elementary Education	47	3.43/4	3.5	0.5
Engaging Students in Learning	2017-2019 Elementary Education	47	3.28/4	3	0.53

Clinical Education Final Evaluation:

Overview: The Clinical Educator Final Evaluation is completed at the end of student teaching in the candidates’ last semester in the program.. It consists of 29 criteria rubric on a three point scale: Approaching the Standard (1), Acceptable (2), Target (3). Eight of the twenty nine criteria are used to assess candidates, knowledge, skills and dispositions on culturally responsive practices. This same evaluation is used at mid-term so that candidates can have an opportunity to improve over time.

Data Analysis: There isn’t a great deal of fluctuation in scores between the three cohorts. The median score is often 3/3 with few exceptions and those are only in the 2015-17 cohort. The lowest scoring area across all three cohorts is establishing and articulating goals for student learning. The performance in this area improves over time, but this area still has a lower mean than the other criteria.

Data Interpretation: This is a high performance area across cohorts and performance on these criteria are quite stable over time. It is quite possible that performance is so high because candidates have feedback on these criteria at mid-term so that they can focus on areas in need of improvement. It would be interesting to see that change over time and we should look at the

mid-term data in conjunction with the final data to determine areas in which candidates typically struggle and how that changes over time.

Clinical Educator Final Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2015-2017_Elementary Education	52	2.83/3	3	0.35
2.3 Promoting social development and group responsibility	2015-2017_Elementary Education	52	2.84/3	3	0.29
2.4 Establishing and maintaining standards for student behavior	2015-2017_Elementary Education	52	2.73/3	3	0.45
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017_Elementary Education	52	2.76/3	3	0.4
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2015-2017_Elementary Education	52	2.77/3	3	0.4
4.2 Establishing and articulating goals for student learning	2015-2017_Elementary Education	52	2.58/3	2.8	0.49
4.5 Modifying instructional plans to adjust for student needs	2015-2017_Elementary Education	52	2.70/3	3	0.47
5.1 Establishing and communicating learning goals for all students	2015-2017_Elementary Education	52	2.76/3	3	0.4
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2016-2018_Elementary Education	58	2.87/3	3	0.3
2.3 Promoting social development and group responsibility	2016-2018_Elementary Education	58	2.87/3	3	0.3
2.4 Establishing and maintaining standards for student behavior	2016-2018_Elementary Education	58	2.75/3	3	0.42
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2018_Elementary Education	58	2.79/3	3	0.38
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2018_Elementary Education	58	2.78/3	3	0.38
4.2 Establishing and articulating goals for student learning	2016-2018_Elementary Education	58	2.71/3	3	0.43
4.5 Modifying instructional plans to adjust for student needs	2016-2018_Elementary Education	58	2.78/3	3	0.38
5.1 Establishing and communicating learning goals for all students	2016-2018_Elementary Education	58	2.82/3	3	0.33
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2017-2019 Elementary Education	47	2.80/3	3	0.39

2.3 Promoting social development and group responsibility	2017-2019 Elementary Education	47	2.88/3	3	0.31
2.4 Establishing and maintaining standards for student behavior	2017-2019 Elementary Education	47	2.87/3	3	0.28
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019 Elementary Education	47	2.87/3	3	0.31
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017-2019 Elementary Education	47	2.90/3	3	0.29
4.2 Establishing and articulating goals for student learning	2017-2019 Elementary Education	47	2.77/3	3	0.4
4.5 Modifying instructional plans to adjust for student needs	2017-2019 Elementary Education	47	2.82/3	3	0.35
5.1 Establishing and communicating learning goals for all students	2017-2019 Elementary Education	47	2.84/3	3	0.34
Average of 24 Criterion Average			2.80/3 93.33%		

University Supervisor Final Evaluation:

Overview: The University Supervisor's Final Evaluation is completed at the end of student teaching. This is the same evaluation that is completed by Clinical Educators. It consists of 29 criteria rubric on a 3 point scale: Approaching the Standard (1), Acceptable (2), Target (3). Eight of the twenty nine criteria are used to assess candidates, knowledge, skills and dispositions on culturally responsive practices. This same evaluation is used at mid-term so that candidates can have an opportunity to improve over time.

Data Analysis: There isn't a great deal of fluctuation in scores between the three cohorts. The median score is often 3/3 with few exceptions and those are only in the 2015-17 cohort. Performance improves over the course of the 3 cohorts.

Data Interpretation: Unlike the findings on the Clinical Educator's assessment, establishing and articulating goals for students does not remain a low scoring area over time. However, the University supervisors' data indicates that this is a high performance area across cohorts and performance on these criteria are quite stable over time. It is quite possible that performance is so high because candidates have feedback on these criteria at mid-term so that they can focus on areas in need of improvement. It would be interesting to see that change over time and we should look at the midterm data in conjunction with the final data to determine areas with which candidates typically struggle and how that changes over time. In addition, it would be a good next step to check areas of assessment on criteria that indicate that the University Supervisor and Clinical Education scores are significantly different. This will take a more sophisticated approach to data analysis than we are using now but would be worth doing.

University Supervisor Final Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2015-2017_Elementary Education	52	2.77/3	3	0.35

2.3 Promoting social development and group responsibility	2015-2017_Elementary Education	52	2.76/3	3	0.38
2.4 Establishing and maintaining standards for student behavior	2015-2017_Elementary Education	52	2.74/3	3	0.41
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017_Elementary Education	52	2.75/3	3	0.38
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2015-2017_Elementary Education	52	2.75/3	3	0.4
4.2 Establishing and articulating goals for student learning	2015-2017_Elementary Education	52	2.49/3	2.5	0.43
4.5 Modifying instructional plans to adjust for student needs	2015-2017_Elementary Education	52	2.71/3	3	0.39
5.1 Establishing and communicating learning goals for all students	2015-2017_Elementary Education	52	2.58/3	2.5	0.45
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2016-2018_Elementary Education	58	2.82/3	3	0.32
2.3 Promoting social development and group responsibility	2016-2018_Elementary Education	58	2.78/3	3	0.38
2.4 Establishing and maintaining standards for student behavior	2016-2018_Elementary Education	58	2.79/3	3	0.4
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2018_Elementary Education	58	2.90/3	3	0.27
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2018_Elementary Education	58	2.80/3	3	0.36
4.2 Establishing and articulating goals for student learning	2016-2018_Elementary Education	58	2.72/3	3	0.36
4.5 Modifying instructional plans to adjust for student needs	2016-2018_Elementary Education	58	2.69/3	3	0.39
5.1 Establishing and communicating learning goals for all students	2016-2018_Elementary Education	58	2.81/3	3	0.3
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2017-2019 Elementary Education	47	2.80/3	3	0.35
2.3 Promoting social development and group responsibility	2017-2019 Elementary Education	47	2.88/3	3	0.3
2.4 Establishing and maintaining standards for student behavior	2017-2019 Elementary Education	47	2.89/3	3	0.29
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019 Elementary Education	47	2.91/3	3	0.24
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017-2019 Elementary Education	47	2.90/3	3	0.29

4.2 Establishing and articulating goals for student learning	2017-2019 Elementary Education	47	2.82/3	3	0.31
4.5 Modifying instructional plans to adjust for student needs	2017-2019 Elementary Education	47	2.79/3	3	0.35
5.1 Establishing and communicating learning goals for all students	2017-2019 Elementary Education	47	2.86/3	3	0.26
Average of 24 Criterion Average			2.78/3 (92.67%)		

Health and Physical Education 1C

Overview: HPE candidates' performance specifically in relation to knowledge of culturally responsive practice, language acquisition, and literacy development are assessed via assessment of learning tasks in the Adapted Physical Education courses, EDC 485 Student Teaching Seminar, and final student teaching evaluations in EDC 486 and EDC 487 practica. The detailed information is offered below.

The URI HPE program has an Adapted Physical Education extension in which candidates receive adapted physical education certification when they complete the requirements of the program. The extension requires candidates to complete three courses in adapted physical education and special education along with a list of Rhode Island State competencies. The RI State competencies are listed below.

According to the Requirements to earn a certification in Adapted Physical Education, candidates must:

1. Hold a valid teaching certificate in Physical Education from an accredited institution
2. Complete nine (9) credit hours in the following areas:
 - a. Three (3) semester hours of approved coursework related to the Characteristics and Needs of Special Populations. (APENS 1, 2, 3, 5)
 - b. Three (3) semester hours of approved course work in Adapted Physical Education. (APENS 1, 2, 3, 5)
 - c. Three (3) semester hours of approved coursework in Assessment in Adapted Physical Education (APENS 4, 6, 7, 8, 9)
3. Complete a practicum in Adapted Physical Education with school age population. This practicum must be a minimum of seventy five (75) contact hours and must be completed under the supervision of a certified adapted physical educator in the state of Rhode Island and must meet specific requirements listed below. (APENS 10, 11, 14)
 - a. Complete a minimum of four (4) norm or criterion referenced assessments in Adapted Physical Education. (APENS 7, 8, 9)
 - b. Attend a minimum of two (2) IEP meetings for individuals who qualify for Adapted Physical Education. (APENS 8, 9, 11, 12, 15)
 - c. Create a minimum of two (2) IEP's for individuals in Adapted Physical Education. (APENS 6, 7, 8, 9, 12, 15)
 - d. Develop a written lesson plan and deliver a minimum of six (6) lessons in Adapted Physical Education. (APENS 6, 7, 9, 10)
 - e. Provide Adapted Physical Education instruction to a minimum of five (5) individuals each with a different disability. (APENS 6, 10)
 - f. Complete a minimum of two (2) weekly monitoring forms in Adapted Physical Education monitoring form. (APENS 6, 7, 8, 9, 10, 12, 15)

Adapted Physical Education Research Presentation:

Brief Overview: In EDC 410 Adapted Physical Education, class sessions are geared toward small groups investigating and discussing research projects completed in the area of adapted physical education. Candidates are assigned to a group during the first week of class. The assignment is graded both individually and in a group. The candidates' responsibilities are to review and report on an assigned research study based on their group number. The purpose is to take information that is important to teachers working with children with disabilities and share it with their classmates. Groups must present information using PowerPoint and provide a minimum one--page handout summarizing the study to the class. They must be present the day of their

assignment in order to get credit. Presentations are required to be 20-25 min. in length.

Data Analysis: Three years of data (2016-2018) was collected from EDC 410. There were 15 students from 2016, 16 students from 2017 and 16 students from 2018. In terms of the rubric, the mean scores ranged from 70-100% in 2016, 39-98% in 2017 and 33-100% in 2018. Score consistency is observed among candidates from year to year.

Data Interpretation: Assessment of candidates' research presentations in EDC 410 provided evidence of meeting standard 1C. Twelve rubric elements were used for this justification. According to the data analysis results from 2016 and 2018, the average of all of the scores in the group was 91%, proving to be well above the standard.

HPE 410 Research Project in Adapted Physical Education

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Individual Grade: Historical, Philosophical, and Social Perspectives of Physical Education	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Individual Grade: Physiological and Biomechanical Concepts	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Individual Grade: Motor Learning and Psychological/Behavior Theory	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Individual Grade: Motor Development Theory	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Group Grade: Discussion	2016-2018_All Grades Health and Physical Education K-12	15	2.40/3	3	1.26
Group Grade: Dispositions	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Group Grade: Presentation materials	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Individual Grade: Historical, Philosophical, and Social Perspectives of Physical Education	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.25

Individual Grade: Physiological and Biomechanical Concepts	2017 -2019 All Grades Health and Physical Education K-12	16	2.88/3	3	0.34
Individual Grade: Motor Learning and Psychological/Behavior Theory	2017 -2019 All Grades Health and Physical Education K-12	16	2.88/3	3	0.34
Individual Grade: Motor Development Theory	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.25
Group Grade: Discussion	2017 -2019 All Grades Health and Physical Education K-12	16	1.19/3	0.5	1.38
Group Grade: Dispositions	2017 -2019 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Group Grade: Presentation materials	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.25
Individual Grade: Historical, Philosophical, and Social Perspectives of Physical Education	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Individual Grade: Physiological and Biomechanical Concepts	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Individual Grade: Motor Learning and Psychological/Behavior Theory	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Individual Grade: Motor Development Theory	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Group Grade: Discussion	2018-2020 All Grades Health and Physical Education K-12	16	1.00/3	1	0
Group Grade: Dispositions	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Group Grade: Presentation materials	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0

Average of 21 Criterion Average			2.77/3 (92.30%)		
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Individualized Education Program (IEP) Report Assignment:

Overview: Also in EDC 410, Adapted Physical Education, students complete an IEP Report Assignment. Candidates are assigned to complete an IEP report on a designated child with a disability. Candidates are assigned one child with a disability to work with for the entire semester and they meet for an hour each week with that child. Candidates must demonstrate that they are reflective, articulate, intelligent physical educators who know how to implement appropriate assessments, set realistic and appropriate IEP goals and implement effective teaching methods to work on the assigned objectives each week. Once the report is complete, the candidates will meet with the child's parents to review the IEP and the results of working on the goals each week. The child's parents and course instructor will provide feedback on the IEP. Candidates are required to use professional literature and assessments to support the objectives and statements used in their IEP, and not just their opinion. The assignment is included in both the EDC 410 Adapted Physical Education (fall semester only) and the EDC 440 Adapted Aquatics (spring semester only) courses.

The following information should be included in the candidates IEP Report:

- Athlete Information/ Cover Page
- Factors for IEP Team Consideration
- Present Level of Educational Performance
- Measurable Learning/ Educational Objectives
- Accommodation/Modifications
- Services-LRE-Placement
- Assessment
- Future Goals/ Expectations
- Preparation of report
- Signature from Parent/caregiver

Data Analysis: Three years of data (2016-2018) was collected from EDC 410. There were 10 students from 2016, 17 students from 2017 and 7 students from 2018. In terms of the rubric, the mean scores ranged from 20-100% in 2016, 65-98% in 2017 and 29-100% 2018. Score consistency is observed among candidates from year to year.

Data Interpretation: Assessment of candidates' research presentations in EDC 410 provided evidence of meeting standard 1E. Ten rubric elements were used for this justification. According to the data analysis results from 2016 and 2018, the average of all of the scores in the group was 87%, proving to be well above the standard.

HPE 410 Individualized Education Program (IEP) Report Data

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Factors for IEP Team Consideration	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Present Level of Educational Performance	2016-2018_All Grades Health and Physical Education K-12	15	2.90/3	3	0.32
Measurable Learning/ Educational Objectives	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Accommodation/ Modifications	2016-2018_All Grades Health and Physical Education K-12	15	2.90/3	3	0.32
Services/LRE-Placement	2016-2018_All Grades Health and Physical Education K-12	15	2.90/3	3	0.32
Assessment	2016-2018_All Grades Health and Physical Education K-12	15	2.60/3	3	0.97
Future Goals/ Expectations	2016-2018_All Grades Health and Physical Education K-12	15	2.90/3	3	0.32
Factors for IEP Team Consideration	2017 -2019 All Grades Health and Physical Education K-12	16	2.88/3	3	0.33
Present Level of Educational Performance	2017 -2019 All Grades Health and Physical Education K-12	16	2.35/3	3	1
Measurable Learning/ Educational Objectives	2017 -2019 All Grades Health and Physical Education K-12	16	2.06/3	2	1.14
Accommodation/ Modifications	2017 -2019 All Grades Health and Physical Education K-12	16	2.41/3	3	1.06
Services/LRE-Placement	2017 -2019 All Grades Health and Physical Education K-12	16	2.53/3	3	0.87
Assessment	2017 -2019 All Grades Health and Physical Education K-12	16	2.18/3	3	1.24
Future Goals/ Expectations	2017 -2019 All Grades Health and Physical Education K-12	16	2.65/3	3	0.79
Factors for IEP Team Consideration	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0

Present Level of Educational Performance	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Measurable Learning/Educational Objectives	2018-2020 All Grades Health and Physical Education K-12	16	2.29/3	3	0.95
Accommodation/ Modifications	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Services/LRE-Placement	2018-2020 All Grades Health and Physical Education K-12	16	2.86/3	3	0.38
Assessment	2018-2020 All Grades Health and Physical Education K-12	16	2.71/3	3	0.76
Future Goals/ Expectations	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Average of 21 Criterion Average			2.72/3 (90.66%)		

Final Student Teaching Evaluations:

Overview: EDC 486 and 487 are student teaching practica, which occur in the final semester of the program. Five elements from the final evaluations from cooperating teachers and University field supervisors provided evidence to address this aspect from Standard 1c. “Culturally responsive practice, language acquisition, and literacy development.” This includes 4.1 Drawing on and valuing students’ backgrounds, interests, and developmental learning needs, 4.2 Establishing and articulating goals for student learning, 4.3 Developing and sequencing instructional activities and materials for student learning, 4.4 Designing short-term and long-term plans to foster student learning, 4.5. Modifying instructional plans to adjust for student needs.

Data Analysis: Three years of data (2016-2018) was collected from both EDC 486 and EDC 487. In terms of clinical educators’ evaluations, the mean scores for those elements ranged from 4.05 to 4.56 in 2016, 4.05 to 4.13 in 2017, 4.34 to 4.50 in 2018 at the elementary level. At the secondary level, the mean scores of those elements ranged from 4.37 to 4.47 in 2016, 4.17 to 4.38 in 2017, 4.24 to 4.60 in 2018. In terms of University field supervisors’ evaluations, the mean scores for those elements ranged from 3.74 to 4.09 in 2016, 4.17 to 4.40 in 2017, 4.24 to 4.59 in 2018 at the elementary level. At the secondary level, the mean scores ranged from 4.06-4.53 in 2016, 4.48 to 4.69 in 2017, 4.22 to 4.78 in 2018. Regardless, the score consistency is observed among candidates and from year to year.

Data Interpretation: Assessment of candidates’ student teaching performance provided evidence of meeting standard 1C. Five key elements from final evaluations for EDC 486 and EDC 487 were used for this justification. According to the data analysis results from 2016 and 2018, 100% of HPE candidates have met this standard. They are especially strong in 4.1. Drawing on and valuing students’ backgrounds, interests, and developmental learning needs, 4.3. Developing and sequencing instructional activities and materials for student learning, 4.4. Designing short-term and long-term plans to foster student learning. We fully understand that we should always keep our curriculum updated due to student population differences to better address ongoing concerns and improve or sustain candidates’ performance accordingly.

EDC 487 Clinical Educator Final Evaluation Data

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2018_All Grades Health and Physical Education K-12	15	4.27/5	4	0.57
4.2 Establishing and articulating goals for student learning	2016-2018_All Grades Health and Physical Education K-12	15	4.05/5	4	0.66
4.3 Developing and sequencing instructional activities and materials for student learning	2016-2018_All Grades Health and Physical Education K-12	15	4.47/5	4.25	0.5
4.4 Designing short-term and long-term plans to foster student learning	2016-2018_All Grades Health and Physical Education K-12	15	4.33/5	4	0.6
4.5 Modifying instructional plans to adjust for student needs	2016-2018_All Grades Health and Physical Education K-12	15	4.56/5	5	0.51
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017 -2019 All Grades Health and Physical Education K-12	16	4.05/5	4	0.84
4.2 Establishing and articulating goals for student learning	2017 -2019 All Grades Health and Physical Education K-12	16	4.10/5	4	0.85
4.3 Developing and sequencing instructional activities and materials for student learning	2017 -2019 All Grades Health and Physical Education K-12	16	4.12/5	4	0.84
4.4 Designing short-term and long-term plans to foster student learning	2017 -2019 All Grades Health and Physical Education K-12	16	4.12/5	4	0.75
4.5 Modifying instructional plans to adjust for student needs	2017 -2019 All Grades Health and Physical Education K-12	16	4.13/5	4	0.77
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2018-2020 All Grades Health and Physical Education K-12	16	4.50/5	5	0.82
4.2 Establishing and articulating goals for student learning	2018-2020 All Grades Health and Physical Education K-12	16	4.39/5	4.5	0.68
4.3 Developing and sequencing instructional activities and materials for student learning	2018-2020 All Grades Health and Physical Education K-12	16	4.39/5	4.5	0.68

4.4 Designing short-term and long-term plans to foster student learning	2018-2020 All Grades Health and Physical Education K-12	16	4.34/5	4.5	0.82
4.5 Modifying instructional plans to adjust for student needs	2018-2020 All Grades Health and Physical Education K-12	16	4.68/5	5	0.58
Average of 15 Criterion Average			4.30/5 (86.00%)		

EDC 487 University Supervisor Final Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2018_All Grades Health and Physical Education K-12	17	4.09/5	4	0.74
4.2 Establishing and articulating goals for student learning	2016-2018_All Grades Health and Physical Education K-12	17	3.81/5	4	1.06
4.3 Developing and sequencing instructional activities and materials for student learning	2016-2018_All Grades Health and Physical Education K-12	17	4.01/5	4.5	0.99
4.4 Designing short-term and long-term plans to foster student learning	2016-2018_All Grades Health and Physical Education K-12	17	3.74/5	4	0.8
4.5 Modifying instructional plans to adjust for student needs	2016-2018_All Grades Health and Physical Education K-12	17	3.85/5	4	0.89
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017 -2019 All Grades Health and Physical Education K-12	15	4.17/5	4.5	0.69
4.2 Establishing and articulating goals for student learning	2017 -2019 All Grades Health and Physical Education K-12	15	4.32/5	4.5	0.47
4.3 Developing and sequencing instructional activities and materials for student learning	2017 -2019 All Grades Health and Physical Education K-12	15	4.40/5	4.5	0.52
4.4 Designing short-term and long-term plans to foster student learning	2017 -2019 All Grades Health and Physical Education K-12	15	4.18/5	4.25	0.66
4.5 Modifying instructional plans to adjust for student needs	2017 -2019 All Grades Health and Physical Education K-12	15	4.25/5	4.5	0.64

4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2018-2020 All Grades Health and Physical Education K-12	19	4.59/5	5	0.55
4.2 Establishing and articulating goals for student learning	2018-2020 All Grades Health and Physical Education K-12	19	4.51/5	4.5	0.5
4.3 Developing and sequencing instructional activities and materials for student learning	2018-2020 All Grades Health and Physical Education K-12	19	4.66/5	5	0.53
4.4 Designing short-term and long-term plans to foster student learning	2018-2020 All Grades Health and Physical Education K-12	19	4.49/5	4.5	0.52
4.5 Modifying instructional plans to adjust for student needs	2018-2020 All Grades Health and Physical Education K-12	19	4.24/5	4.25	0.64
Average of 15 Criterion Average			4.22/5 (84.4%)		

Music Education 1C

Overview: Student teachers demonstrate their understanding of and ability to apply culturally responsive pedagogy, language acquisition, and literacy development by Standard 1c during their student teaching. Over the course of this fourteen week experience, students are assessed by their clinical educators and field supervisors through classroom observations and a summative final evaluation.

Data Analysis: As indicated earlier, the summative final evaluation is an extensive assessment of all aspects of student teaching. Each Likert scale item on the evaluation represents each student teacher's abilities on a scale of 1 (little evidence) to 5 (well above standard). There are 29 items total on the evaluation, which is completed by both the clinical educator and the field supervisor at the conclusion of the student teaching assignment. For Standard 1c, there were eight items related to student teachers' knowledge of culturally responsive teaching, language acquisition, and literacy development.

1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs
2.3 Promoting social development and group responsibility
2.4 Establishing and maintaining standards for student behavior
3.5 Using materials, resources, and technologies to make subject matter accessible to students
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
4.2 Establishing and articulating goals for student learning
4.5 Modifying instructional plans to adjust for student needs
5.1 Establishing and communicating learning goals for all students

Data Interpretation: Music education students take a General Music Methods and Materials Methods course. In this course, they learn how to teach music through Language Arts and lesson plans that they write must address Universal Design for Learning, which includes addressing teaching music to Multiple Language Learners. That lesson is included in the Unit Plan assessment; it is not separately evaluated. During practicum and student teaching, clinical educators help candidates put accommodations into practice.

The data below that best aligns with this category include Learner Specific and Classroom Environment, all of which show proficient or above proficiency from clinical educators and University supervisors. Anecdotally, students describe teaching songs in languages of the children, most frequently Spanish. They also discuss working with their clinical educators to learn music instruction in other languages to address needs of language acquisition. The Unit Plan assessment includes assessment of student planning and addressing accommodations and teaching from a variety of modalities; there is no separate evaluation.

Clinical Educator Classroom Observation 2

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.	2015-2017_ Music Education K-12	9	3.72/5	4	0.75
4. Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.	2015-2017_ Music Education K-12	9	4.19/5	4	0.81
2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.	2017-2019 Music Education K-12	13	3.62/5	4	0.65

4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.	2017-2019 Music Education K-12	13	4.04/5	4	0.83
2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.	2018-2020 Music Education K-12	15	3.70/5	4	0.67
4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.	2018-2020 Music Education K-12	15	3.88/5	4	0.66
Average of 6 Criterion Average			3.86/5 (77.18%)		

Clinical Educator Final Student Teacher Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2015-2017_Music Education K-12	9	3.56/5	3	0.73
2.3 Promoting social development and group responsibility	2015-2017_Music Education K-12	9	3.33/5	3	0.71
2.4 Establishing and maintaining standards for student behavior	2015-2017_Music Education K-12	9	3.78/5	4	0.67

3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017_Music Education K-12	9	3.50/5	4	0.79
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2015-2017_Music Education K-12	9	3.61/5	3.5	0.7
4.2 Establishing and articulating goals for student learning	2015-2017_Music Education K-12	9	3.44/5	3	0.53
4.5 Modifying instructional plans to adjust for student needs	2015-2017_Music Education K-12	9	3.78/5	4	0.83
5.1 Establishing and communicating learning goals for all students	2015-2017_Music Education K-12	9	3.22/5	3	0.44
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2017-2019 Music Education K-12	13	3.62/5	4	0.65
2.3 Promoting social development and group responsibility	2017-2019 Music Education K-12	13	3.46/5	3	0.66
2.4 Establishing and maintaining standards for student behavior	2017-2019 Music Education K-12	13	3.29/5	3	0.76
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019 Music Education K-12	13	3.79/5	4	0.71
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017-2019 Music Education K-12	13	3.58/5	3.5	0.64
4.2 Establishing and articulating goals for student learning	2017-2019 Music Education K-12	13	3.38/5	3	0.65
4.5 Modifying instructional plans to adjust for student needs	2017-2019 Music Education K-12	13	3.46/5	3	0.66
5.1 Establishing and communicating learning goals for all students	2017-2019 Music Education K-12	13	3.23/5	3	0.44
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2018-2020 Music Education K-12	14	3.84/5	4	0.53
2.3 Promoting social development and group responsibility	2018-2020 Music Education K-12	14	3.55/5	3.38	0.64
2.4 Establishing and maintaining standards for student behavior	2018-2020 Music Education K-12	14	3.55/5	3	0.75
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2018-2020 Music Education K-12	14	3.89/5	4	0.68
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2018-2020 Music Education K-12	14	3.54/5	3.75	0.5
4.2 Establishing and articulating goals for student learning	2018-2020 Music Education K-12	14	3.64/5	3.5	0.74
4.5 Modifying instructional plans to adjust for student needs	2018-2020 Music Education K-12	14	3.79/5	4	0.43

5.1 Establishing and communicating learning goals for all students	2018-2020 Music Education K-12	14	3.50/5	3	0.65
Average of 24 Criterion Average			3.56/5 (71.11%)		

University Supervisor Final Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2015-2017_Music Education K-12	9	4.33/5	4.5	0.66
2.3 Promoting social development and group responsibility	2015-2017_Music Education K-12	9	4.00/5	4	0.43
2.4 Establishing and maintaining standards for student behavior	2015-2017_Music Education K-12	9	3.94/5	4	0.53
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017_Music Education K-12	9	4.22/5	4.5	0.79
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2015-2017_Music Education K-12	9	4.33/5	4	0.71
4.2 Establishing and articulating goals for student learning	2015-2017_Music Education K-12	9	3.72/5	4	0.36
4.5 Modifying instructional plans to adjust for student needs	2015-2017_Music Education K-12	9	4.28/5	4.5	0.62
5.1 Establishing and communicating learning goals for all students	2015-2017_Music Education K-12	9	3.44/5	3	0.68
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2017-2019 Music Education K-12	13	3.77/5	4	0.44
2.3 Promoting social development and group responsibility	2017-2019 Music Education K-12	13	3.54/5	4	0.52
2.4 Establishing and maintaining standards for student behavior	2017-2019 Music Education K-12	13	3.77/5	4	0.93
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019 Music Education K-12	13	3.77/5	4	0.6
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017-2019 Music Education K-12	13	3.54/5	3	0.66
4.2 Establishing and articulating goals for student learning	2017-2019 Music Education K-12	13	3.46/5	3	0.52
4.5 Modifying instructional plans to adjust for student needs	2017-2019 Music Education K-12	13	3.54/5	4	0.52
5.1 Establishing and communicating learning goals for all students	2017-2019 Music Education K-12	13	3.46/5	3	0.66

1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2018-2020 Music Education K-12	15	3.53/5	3	0.64
2.3 Promoting social development and group responsibility	2018-2020 Music Education K-12	15	3.80/5	4	0.56
2.4 Establishing and maintaining standards for student behavior	2018-2020 Music Education K-12	15	3.87/5	4	0.64
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2018-2020 Music Education K-12	15	4.00/5	4	0.38
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2018-2020 Music Education K-12	15	3.87/5	4	0.74
4.2 Establishing and articulating goals for student learning	2018-2020 Music Education K-12	15	3.27/5	3	0.46
4.5 Modifying instructional plans to adjust for student needs	2018-2020 Music Education K-12	15	3.67/5	4	0.49
5.1 Establishing and communicating learning goals for all students	2018-2020 Music Education K-12	15	3.27/5	3	0.46
Average of 24 Criterion Average			3.77/5 (75.33%)		

University Supervisor Observation 2

Rubric Criteria	DRF Name	Authors evaluated	Average for Group	Median for Group	SD
2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.	2015-2017_ Music Education K-12	9	4.00/5	4	0.87
4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.	2015-2017_ Music Education K-12	9	4.28/5	4.5	0.83

<p>2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.</p>	<p>2017-2019 Music Education K-12</p>	<p>13</p>	<p>3.62/5</p>	<p>4</p>	<p>0.51</p>
<p>4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.</p>	<p>2017-2019 Music Education K-12</p>	<p>13</p>	<p>3.46/5</p>	<p>3.5</p>	<p>0.69</p>
<p>2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.</p>	<p>2018-2020 Music Education K-12</p>	<p>15</p>	<p>3.73/5</p>	<p>4</p>	<p>0.59</p>
<p>4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.</p>	<p>2018-2020 Music Education K-12</p>	<p>15</p>	<p>4.10/5</p>	<p>4</p>	<p>0.39</p>
<p>Average of 6 Criterion Average</p>			<p>3.86/5 (77.29%)</p>		

Music 238 Unit Planning Activity

Rubric Criteria	DRF Name	Authors evaluated	Average for Group	Median for Group	SD
Relevance to the School Curriculum and Grade Level/Span Expectations	2015-2017_Music Education K-12	19	4.71/5	5	0.56
Professional Pedagogy and Content Standards	2015-2017_Music Education K-12	19	4.63/5	5	0.76
Relevance of Goals to Content	2015-2017_Music Education K-12	19	4.63/5	5	0.76
Content Knowledge	2015-2017_Music Education K-12	19	4.63/5	5	0.5
Prior Knowledge, Motivation, and Interest	2015-2017_Music Education K-12	19	4.71/5	5	0.54
Addressing Students' Needs	2015-2017_Music Education K-12	19	4.61/5	5	0.76
Technology Use	2015-2017_Music Education K-12	19	4.39/5	4.5	0.68
Use of Materials and Resources	2015-2017_Music Education K-12	19	4.68/5	5	0.67
Cognitive and Performance Skills	2015-2017_Music Education K-12	19	4.45/5	5	0.83
Assessment Strategies	2015-2017_Music Education K-12	19	4.32/5	5	0.95
Spelling and Grammar	2015-2017_Music Education K-12	19	4.79/5	5	0.54
Relevance to the School Curriculum and Grade Level/Span Expectations	2017-2019 Music Education K-12	6	5.00/5	5	0
Professional Pedagogy and Content Standards	2017-2019 Music Education K-12	6	4.33/5	5	1.03
Relevance of Goals to Content	2017-2019 Music Education K-12	6	4.83/5	5	0.41
Content Knowledge	2017-2019 Music Education K-12	6	4.83/5	5	0.41
Prior Knowledge, Motivation, and Interest	2017-2019 Music Education K-12	6	5.00/5	5	0

Addressing Students' Needs	2017-2019 Music Education K-12	6	4.33/5	4.5	0.82
Technology Use	2017-2019 Music Education K-12	6	5.00/5	5	0
Use of Materials and Resources	2017-2019 Music Education K-12	6	5.00/5	5	0
Cognitive and Performance Skills	2017-2019 Music Education K-12	6	4.83/5	5	0.41
Assessment Strategies	2017-2019 Music Education K-12	6	4.50/5	5	0.84
Spelling and Grammar	2017-2019 Music Education K-12	6	4.58/5	4.75	0.49
Relevance to the School Curriculum and Grade Level/Span Expectations	2018-2020 Music Education K-12	11	4.73/5	5	0.47
Professional Pedagogy and Content Standards	2018-2020 Music Education K-12	11	4.82/5	5	0.6
Relevance of Goals to Content	2018-2020 Music Education K-12	11	4.86/5	5	0.32
Content Knowledge	2018-2020 Music Education K-12	11	4.91/5	5	0.3
Prior Knowledge, Motivation, and Interest	2018-2020 Music Education K-12	11	4.32/5	4	0.72
Addressing Students' Needs	2018-2020 Music Education K-12	11	4.41/5	4.5	0.66
Technology Use	2018-2020 Music Education K-12	11	4.82/5	5	0.6
Use of Materials and Resources	2018-2020 Music Education K-12	11	4.86/5	5	0.32
Cognitive and Performance Skills	2018-2020 Music Education K-12	11	4.68/5	5	0.4
Assessment Strategies	2018-2020 Music Education K-12	11	4.50/5	5	0.81
Spelling and Grammar	2018-2020 Music Education K-12	11	4.59/5	5	0.49
Average of 33 Criterion Average			4.68/5 (93.52%)		

Data Analysis: The results for standard 1c were similar to those for 1b. The scores across the eight criteria are clustered between 3.5 and 4.0 (above the standard), with meeting the standard indicated by a 3.0. During the earliest cohort, 2015-2017, the University supervisor's scores were consistently higher than the clinical educator's scores. Aside from the 2015-2017 period, during which University supervisor scoring varied significantly from the rest of the evaluations, scores were relatively stable. There were some small gains moving from 2017 to 2019, however there were also dips in establishing and articulating student goals (4.2 and 5.1).

Data Interpretation: University supervisors graded candidates the highest (a 4.0) during 2018-2019 in category 3.5 (Using resources to make learning accessible to students) and also awarded a 3.87 in category 4.1 (Drawing on students' backgrounds, interests, and needs). The clinical educator also rated candidates highly in using materials (3.5) but reserved their highest scores for category 3.1 (Demonstrating knowledge of the subject matter) rather than 4.1 (Drawing on students' backgrounds, interests, and needs). Although evaluations were relatively stable during the five years, an important area identified for improvement is focusing on the recent drop in candidates establishing and communicating goals for all students (areas 4.2 and 5.1).

[School Library Media 1C](#)

Reading Program and Promotion Assessment:

Overview: Assessing candidates in their knowledge of culturally responsive practice, language acquisition and literacy development is an evolving area of focus. In the cohort years under review, the assignment called Reading Program and Promotion aligns most closely to this standard. Table 1 shows that candidates achieve at a high level. A score of 2 is competent based on a 3 point scale with 1 = approaching, 2 = meets and 3 = exceeds. The average scores in each category for each cohort year is between 2.5 and 3. In 2018 and 2019, the majority of the candidates exceeded the standard. One explanation for the increase in scores starting in 2018, is that the instructor revised the assignment to provide more clear expectations, supporting resources and examples of student work. Candidates are also motivated to do well because they are interested in this aspect of school librarianship and enjoy the assignment.

Table 1 Average Scores by cohort on Library Media Reading Program and Promotion Assignment

Library Media Reading Program Rubric Criteria	Cohort Year and N		
	2017 N=15	2018 N=12	2019 N=12
Standard 2: Literacy & Reading 2.1 Literature - Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning. RIPTS 2; AAQEP 1a; GSLIS CC: Foundations	2.67/3	3.00/3	3.00/3
2.2 Reading promotion - Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading. RIPTS 1; AAQEP 1a; GSLIS CC: Lifelong Learning	2.77/3	3.00/3	3.00/3
2.3 Respect for diversity - Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities. RIPTS 2; AAQEP 1a; GSLIS CC: Foundations	2.63/3	3.00/3	3.00/3
2.4 Literacy strategies - Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text. RIPTS 7; AAQEP 1f; GSLIS CC: Lifelong Learning	2.50/3	3.00/3	2.92/3

Data Analysis: During the cohort years under review, candidates were also informally assessed for culturally responsive teaching practices through a jigsaw discussion activity using readings by Lisa Delpit from her books, *Multiplication is for White Kids: Raising Expectations for Other People's Children* and *Other People's Children: Cultural Conflict in the Classroom*. Candidates

also had to observe a school librarian in an urban setting and write a reflection on that experience.

Candidates in this program also have the opportunity to take two of the following three courses to fulfill the youth services component of the program, LSC530 Children's Materials and Services, LSC531 Young Adult Materials and Services and LSC513 Social Justice in Children's and YA Literature. In those courses, as well as in the Collection Management course, candidates also learn about the need for diverse library materials that provide windows, mirrors and doors so students from all cultures can identify with and learn from other cultures.

Lastly, in 2018, the program coordinator led a study abroad program to Tanzania for school library media candidates. One of the learning outcomes of the course was for participants to develop cultural competency. Prior to the program, participants completed readings, reflections and activities to help them learn about cultural competencies. In Tanzania, the participants lived in dorm style housing on the grounds of a Catholic elementary school in a rural location and partnered with the community to build tables for a computer lab. They were also able to create learning activities and interact with the children through games, reading, music, sports, arts and more. The candidates had a life-changing experience that helped develop their culturally responsive practices that they could bring back with them.

Data Interpretation: To emphasize the role of the school librarian as a teacher of literacy, the program coordinator created an assignment starting with cohort 2020, called the Literacy Based Lesson Plan. In this assignment, candidates develop a read aloud lesson that intentionally supports the development of reading comprehension skills (language acquisition and literacy development). For example, the read aloud can include discussion and activities on story elements, retelling, inferencing, predicting, vocabulary, connecting with the character/themes and more.

To embed culturally responsive teaching more fully into the school library media program, readings and discussion on culturally responsive teaching have been added to the syllabus of two courses. In order to be able to formally assess candidate competency, the program coordinator will add a category onto the lesson plan rubric and discuss with the School of Education about adding a category to their Final University Supervisor Evaluation to address culturally responsive teaching.

University Supervisor Final Clinical Internship Evaluation

Rubric Criteria	DRF Name	Authors evaluated	Average for Group	Median for Group	SD
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2016-2017 Library Media Specialist	12	4.58/5	4.5	0.42
2.3 Promoting social development and group responsibility	2016-2017 Library Media Specialist	12	4.71/5	5	0.4
2.4 Establishing and maintaining standards for student behavior	2016-2017 Library Media Specialist	12	4.75/5	5	0.45
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2017 Library Media Specialist	12	4.33/5	4.5	0.25
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2017 Library Media Specialist	12	4.58/5	4.5	0.36

4.2 Establishing and articulating goals for student learning	2016-2017 Library Media Specialist	12	4.13/5	4	0.23
4.5 Modifying instructional plans to adjust for student needs	2016-2017 Library Media Specialist	12	4.29/5	4.5	0.26
5.1 Establishing and communicating learning goals for all students	2016-2017 Library Media Specialist	12	4.04/5	4	0.14
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2017 - 2018 Library Media Specialist	12	4.33/5	4	0.49
2.3 Promoting social development and group responsibility	2017 - 2018 Library Media Specialist	12	4.33/5	4	0.49
2.4 Establishing and maintaining standards for student behavior	2017 - 2018 Library Media Specialist	12	4.58/5	5	0.51
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017 - 2018 Library Media Specialist	12	4.58/5	5	0.51
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017 - 2018 Library Media Specialist	12	4.42/5	4	0.51
4.2 Establishing and articulating goals for student learning	2017 - 2018 Library Media Specialist	12	4.25/5	4	0.45
4.5 Modifying instructional plans to adjust for student needs	2017 - 2018 Library Media Specialist	12	3.83/5	4	0.39
5.1 Establishing and communicating learning goals for all students	2017 - 2018 Library Media Specialist	12	3.92/5	4	0.51
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	2018 - 2019 Library Media Specialist	12	4.42/5	4.5	0.67
2.3 Promoting social development and group responsibility	2018 - 2019 Library Media Specialist	12	4.29/5	4	0.45
2.4 Establishing and maintaining standards for student behavior	2018 - 2019 Library Media Specialist	12	4.63/5	4.5	0.38
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2018 - 2019 Library Media Specialist	12	4.38/5	4.75	0.77
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2018 - 2019 Library Media Specialist	12	4.13/5	4	0.53
4.2 Establishing and articulating goals for student learning	2018 - 2019 Library Media Specialist	12	4.21/5	4	0.54
4.5 Modifying instructional plans to adjust for student needs	2018 - 2019 Library Media Specialist	12	4.21/5	4	0.4

5.1 Establishing and communicating learning goals for all students	2018 - 2019 Library Media Specialist	12	4.08/5	4	0.19
Average of 24 Criterion Average			4.33/5 86.67%		

University Supervisor Final Internship Evaluation

Overview: At the end of the spring semester, the University supervisor independently uses the RIDE Evaluation Tool to rate their student teachers. The tool consists of a 24 criteria rubric on a 5 point scale with 1 (little evidence) to 5 (well above standard). Eight of the 29 criteria are used to assess candidates' knowledge, skills and dispositions on culturally responsive practices.

Data Overview: The table above includes data from the eight criteria used to assess candidates' knowledge, skills, and dispositions on culturally responsive practices for the three years under review.

Data Analysis: The median score for each cohort in all categories for all three years is between 4 and 5. These scores indicate that candidates have demonstrated above and well above the standard. Of note however, is that the school library media candidates scored consistently lowest across the three years under review on 5.1 Establishing and communicating learning goals for all students. One explanation for this could be that since school librarians teach all students, it can be a challenge to effectively communicate learning goals for so many different students due to time constraints. They see students in short 30 - 40 minute lessons once a week at the elementary level and for even shorter times and less frequently at the secondary level.

Data Interpretation: Candidates are expected to design lesson plans that provide different ways for students to show their attainment of learning goals. Communicating the learning goals through a culturally responsive lens could be prioritized. It could be an element of the classroom observation process and post-observation conference discussion. Candidates could also try to get to know their students better by having them respond to journal prompts to tell them about themselves and by using instructional materials that represent diverse cultures. This could increase their ability to communicate learning goals through a culturally responsive lens.

[Secondary Education and World Languages 1C](#)

Overview: Student teachers demonstrate their understanding of and ability to apply culturally responsive pedagogy, language acquisition, and literacy development by Standards 1c during their student teaching. Over the course of this fourteen week experience, students are assessed by their clinical educators and field supervisors through classroom observations and a summative final evaluation.

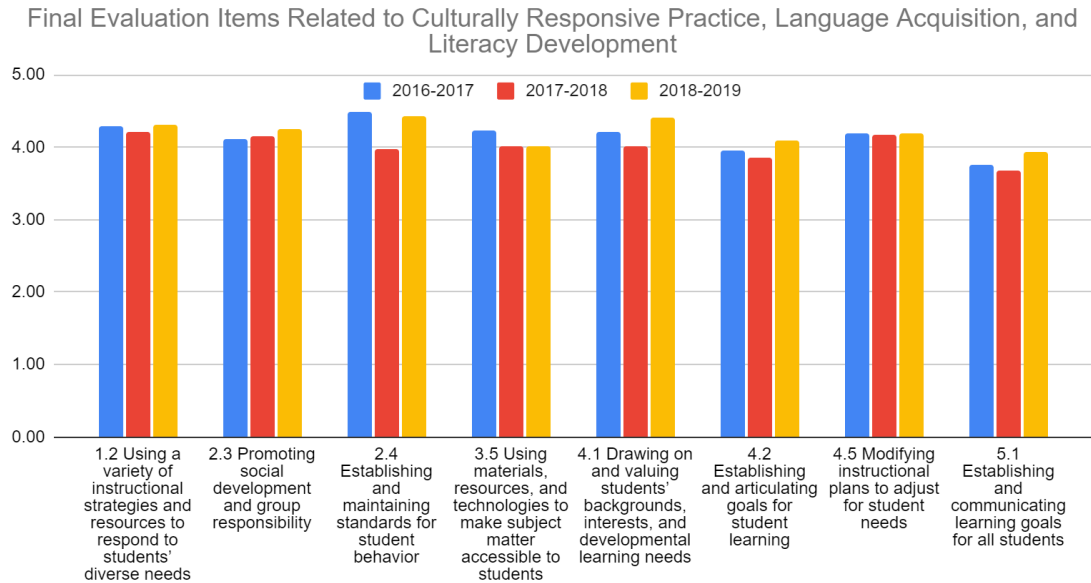
Student Teaching Final Evaluation:

Data Analysis: As indicated earlier, the summative final evaluation is an extensive assessment of all aspects of student teaching. Each Likert scale item on the evaluation represents each student teacher's abilities on a scale of 1 (little evidence) to 5 (well above standard). There are 29 items total on the evaluation, which is completed by both the clinical educator and the field supervisor at the conclusion of the student teaching assignment. For Standard 1c, there were eight items related to student teachers' knowledge of culturally responsive teaching, language acquisition, and literacy development.

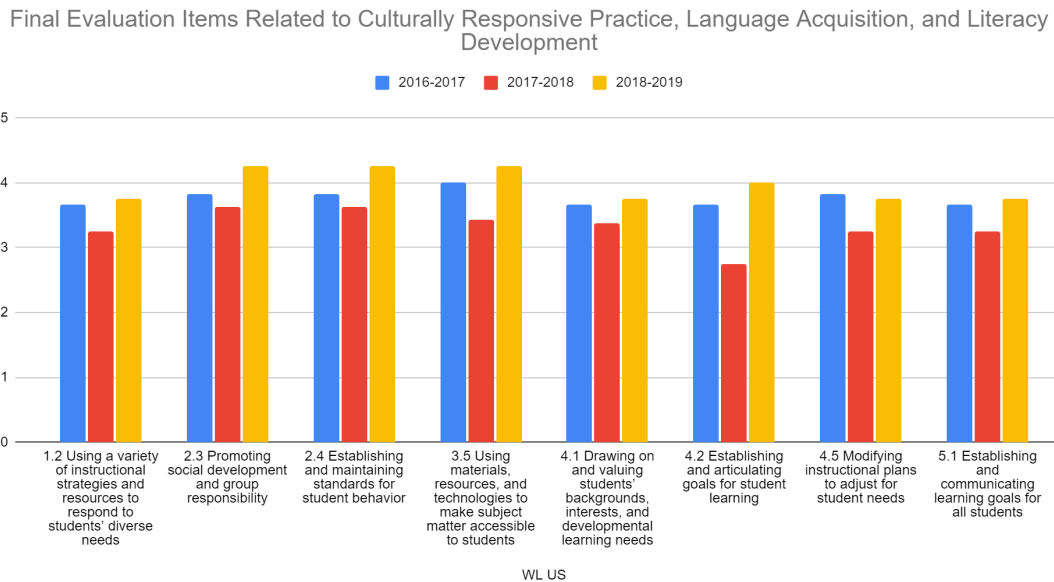
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs
2.3 Promoting social development and group responsibility
2.4 Establishing and maintaining standards for student behavior
3.5 Using materials, resources, and technologies to make subject matter accessible to students
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
4.2 Establishing and articulating goals for student learning
4.5 Modifying instructional plans to adjust for student needs
5.1 Establishing and communicating learning goals for all students

Data Interpretation: For our analysis of the final student teaching evaluation, the university supervisors' scores are used since they are representative of both the university supervisors' scores and the clinical educators' scores.

Secondary Education



World Language



Data Analysis: The number of secondary teacher candidates in each cohort remained consistent over the three-year data collection period, 31 candidates in both the 2016-2017 and 2017-2018 cohorts and 32 candidates in the 2018-2019 cohort. The scores across six of the eight criteria are clustered above a 4.0 (above the standard), with meeting the standard indicated by a 3.0. During the evaluation period, student teachers' performance was relatively consistent for all criteria. Performance of student teacher cohorts improved slightly in three areas (2.3 promoting social development, 4.2 setting learning goals, and 5.1 establishing and communicating learning goals for all students).

goals). When comparing cohorts across the items, we can see slight variations in the scores on the graph. However, when looking at the numerical averages, these scores range from 3.67 (5.1, 2017-2018) to 4.48 (2.4, 2016-2017).

The number of candidates completing the World Language track during this 3-year-long evaluation period was 6 candidates in the 2016-2017, 4 candidates in 2017-2018, 5 candidates in 2018-2019. We are making a conscious effort to attract more candidates to the program.. During the evaluation period, the scores for every category always averaged over a 3 (meets the standard) with the exception of the criteria 4.2 in the year 2018. During the evaluation period, we see a significant improvement in scores for the year 2018-2019, which could be attributed to the hiring of a new instructor (Sept. 2018)..

Data Interpretation: Candidates were strong in using a variety of instructional strategies and resources and incorporating and considering students' backgrounds. Likewise, candidates demonstrated a strong capacity for modifying instruction. Scores were consistently strong in several areas (1.2 using a variety of instructional strategies and resources, 2.3 promoting social development and group responsibility, 2.4 establishing and maintaining standards for student behavior, 3.5 using materials, 4.1 drawing on and valuing students' backgrounds, and 4.5 modifying instructional plans to adjust for student needs).

Candidates in the Secondary Education World Language track were strong in (2.3) promoting social development and group responsibility; (2.4) establishing and maintaining standards for student behaviour; and (3.5) using materials, resources and technologies to make the subject matter accessible to the students.

Our candidates were evaluated slightly lower in areas related to setting and communicating learning goals. Looking across the three years of data collection, candidates scored in the range of 3.8 for years one and two, while advancing to 3.9 in the final year. This is still among lower areas of perceived performance. This remains an area for additional improvement and candidate support.

For candidates in the Secondary Education World Language track, we find setting and communicating learning goals among the areas on which the perceived performance was lower. Their average scores were also slightly low for the criteria "modifying instructional plans to adjust for students' needs". Despite that, candidates' averages were always higher than a 3 ("meets the standard") with the exception of the average for the criteria 4.2 (establishing goals) in the year 2018.

Classroom Observations:

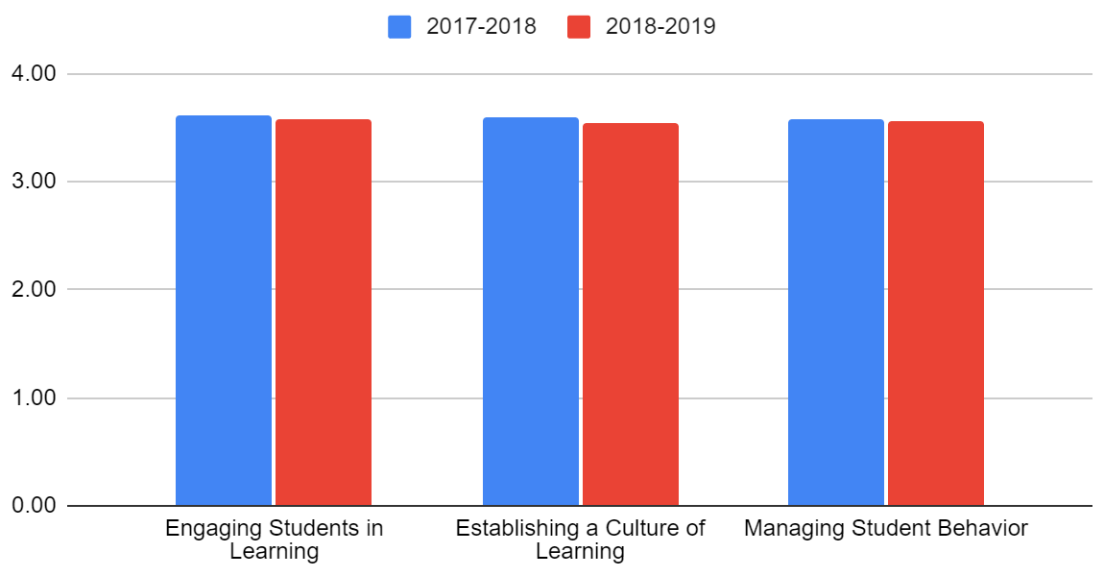
Data Analysis: The classroom observations are designed to be formative assessments of all aspects of student teaching. Each Likert scale item on the evaluation represents each student teacher's abilities on a scale of 1 (does not meet) to 4 (target). A ranking of 3 indicates that criterion is met. The observation form is the same form provided to schools as part of the Rhode Island Teacher Evaluation System. Only two years are reported because the program adopted the state's instrument in 2017 to increase the coherence between pre-service and in-service assessments. There are eight items total on the instrument, which is completed by both the clinical educator and the field supervisor at least three times during the student teaching semester. For Standard 1c, there were three items that related to student teachers' knowledge of culturally responsive teaching, language acquisition, and literacy development.

Establishing a Culture of Learning
Managing Student Behavior
Engaging Students in Learning

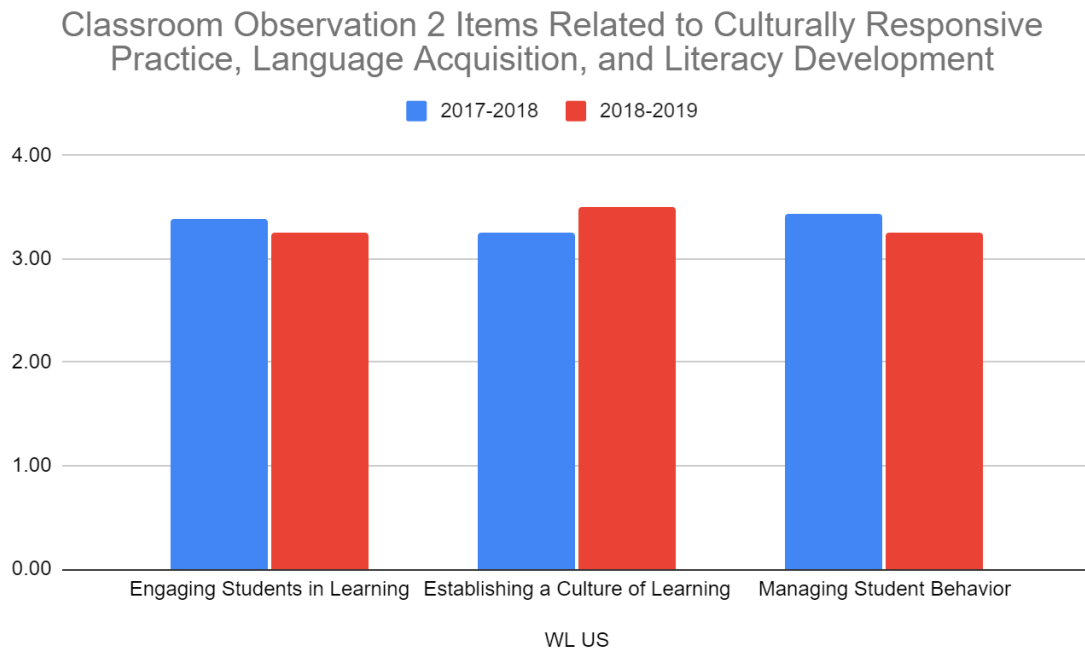
Data Interpretation: For our analysis of the classroom observations, the University supervisors' scores are used since they are representative of both the University supervisors' scores and the clinical educators' scores. We chose the second classroom observation to represent student performance in these three criteria.

Secondary Education

Classroom Observation 2 Items Related to Culturally Responsive Practice, Language Acquisition, and Literacy Development



World Language



Data Interpretation: Evidence points to our student teachers' strong performance in their classrooms. For the three criteria relevant to Standard 1c, candidates in each cohort averaged midway between a score of 3, ("Meets") and 4 ("Target") on the Rhode Island Teacher Observation instrument, around a 3.6. This performance assessment is strong evidence of their ability to use culturally responsive teaching practices to manage their classroom in a positive manner.

Although their overall average for the three criteria relevant to Standard 1c is slightly lower for students in the Secondary Education World Language track than for the rest of the students in the program (approx. -0.2 points), we can reach a similar conclusion: evidence point to our candidate' strong performance in their classrooms and a strong ability to use culturally responsive teaching practices. With average scores in the 3.2 - 3.4 range, our candidates clearly met the standards as stated on the Rhode Island Teacher Observation instrument.

Classroom observation data does not provide a strong indicator of additional areas for growth for this standard for secondary education. Data from both the final student teaching observation and classroom observations provide evidence that program candidates are able to understand and apply principles central to responsive practice, language and literacy. Based on these assessments, we need to continue to strengthen future candidates' ability to develop skills in establishing and communicating learning goals and in managing student behaviors. This is especially true in the case of student teachers in the Secondary Education World Language track.

THE CASE FOR STANDARD ONE: CANDIDATE/COMPLETER PERFORMANCE

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

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Assessment of and for Student Learning Task:

Overview: Candidate learning in assessment is analyzed using the EDC 485 Assessment of K-12 Student Learning task. As EDC 485 is the capstone course of candidate learning in the field of early childhood education, the candidates are expected to meet the professional standards including student learning and teaching using multiple assessment strategies. The assessment of student learning assignment emphasizes three pedagogical areas: content, critical thinking, and assessment.

Description of Assessment: The Formative and Summative Assessment of Student Learning is an assessment that is created and administered during the candidates' student teaching. The assessment task focuses on three young Pk-2 students (high, medium and low performing in a particular skill) in a selected content area, such as telling time/math or sight words/reading. The entire class participates in the same assessments in which the three "target" students participate. However, the three "target" students are discussed separately in the formative and summative assessment report. For example, background information about these three students is provided, and special scaffolding for the lower performing students and more advanced work for the high performing student is described. Formative and summative assessments are administered to all of the students during a period of three weeks. Based upon results of formative assessments, activities, games, and skills practice transpire, allowing the student teacher to focus upon those areas in need of improvement and to provide advanced work for those students who are more capable in the selected content area/skill. In their reports, the candidates use data tables and descriptions of the assessment tools, their administration, and findings to convey the effectiveness of the teaching in response to the assessment results. The assessment rubric related to this assignment is a six-item scale that assesses the report on six criteria: Multiple Assessments, Clear Content, Learner Differences, Clear Record, Effective Teaching, and Planning Instruction. Eighteen teaching candidates were assessed in 2017, twelve students were assessed in 2018 and ten in 2019.

Data Analysis: On five of the six assessment tool items, mean scores of teaching candidates improved between years 2017 and 2019. Only one item (Learner Differences) remained unchanged, with a mean score of 4.6 (well above standard) out of five points for years 2015 and 2019. The largest improvements were noted in the categories of Clear Content (3.6 in 2015, 4.2 in 2017, and 4.5 in 2019), and Clear Record of Findings (3.9 in 2015, 4.2 in 2017, and 4.3 in 2019). Planning Instruction increased significantly at 3.6 in 2017, 4.2 in 2018, and 4.5 in 2019. The overall mean score for all items was 4.34 out of 5 possible points, at the well above standard range, indicating that candidates are very successfully completing this Formative and Summative Assessment of Student Learning Task and describing/illustrating it well in their reports.

Data Interpretation: The scores are all very high for 2019 and have increased significantly for each cohort since 2017. Faculty plan to continue implementing the same teaching strategies as we have used in the past in order to maintain excellent results from the assessment project. In their self-summaries, 100% of candidates state that they learn a great deal of knowledge and expertise from goal setting, planning and implementing assessment tools, teaching and providing scaffolding or enrichment activities according to results, and analyzing/interpreting data. Candidates use an exemplary example report as a template upon which to write their own reports; using this model report is also a helpful teaching tool for the instructor in the student teaching seminar.

Assessment of Student Learning

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Content - Multiple Assessments	2015-2017 Early Childhood Education	18	4.50/5	4.5	0.51
Content - Clear Criteria	2015-2017 Early Childhood Education	18	3.61/5	4	1.04
Content - Learner Differences	2015-2017 Early Childhood Education	18	4.56/5	5	0.51
Critical Thinking - Clear Record	2015-2017 Early Childhood Education	18	3.94/5	4	0.73
Critical Thinking - Effective Teaching	2015-2017 Early Childhood Education	18	4.56/5	5	0.62
Thinking - Plan Instruction	2015-2017 Early Childhood Education	18	3.56/5	3.5	0.92
Content - Multiple Assessments	2016-2018 Early Childhood Education	12	4.75/5	5	0.62
Content - Clear Criteria	2016-2018 Early Childhood Education	12	4.25/5	4	0.75
Content - Learner Differences	2016-2018 Early Childhood Education	12	4.25/5	4.5	0.97
Critical Thinking - Clear Record	2016-2018 Early Childhood Education	12	4.33/5	4.5	0.78
Critical Thinking - Effective Teaching	2016-2018 Early Childhood Education	12	4.75/5	5	0.62
Thinking - Plan Instruction	2016-2018 Early Childhood Education	12	4.25/5	4.5	0.87
Content - Multiple Assessments	2017-2019 Early Childhood Education	10	4.80/5	5	0.42
Content - Clear Criteria	2017-2019 Early Childhood Education	10	4.45/5	5	0.96
Content - Learner Differences	2017-2019 Early Childhood Education	10	4.60/5	5	0.7
Critical Thinking - Clear Record	2017-2019 Early Childhood Education	10	4.25/5	4.25	0.79
Critical Thinking - Effective Teaching	2017-2019 Early Childhood Education	10	4.70/5	5	0.48
Thinking - Plan Instruction	2017-2019 Early Childhood Education	10	4.45/5	4.75	0.69
Average of 18 Criterion Average			4.36/5 (87.28%)		

Clinical Educator Final Evaluation

Overview: Clinical educators and university supervisors independently complete the same RIDE evaluation of the student teachers at mid-semester and at the culmination of student teaching. Five criteria were extracted from the RIDE tool that address assessment. Data were collected over a period of four years on three cohorts of student teachers. The three cohorts enrolled, respectively, 18, 12, and 10 student teachers.

Data Overview: The mean score for the 5 criteria for the three cohorts of student teachers as rated by their clinical educators was 4.4, or 87.55%. For cohort one, the mean score was 4.4; for cohorts two and three, the mean score was 3.9. The high scores related to assessment for all three cohorts were in establishing a climate of fairness and respect. The second highest scores related to assessment for all three cohorts were in collecting and using multiple sources of information to assess students. The lowest scoring criteria for all three cohorts was in using results of assessment to guide instruction and communicating with student's families and other audiences regarding student progress. Scores fell from the 2016-17 to the later cohorts in the areas of communication with students' families and guiding students in assessment of their own learning.

Data Analysis: Candidates attain previous experience with assessment in earlier ECE methods courses through lesson planning and assessment related to outcomes and during their HDF assessment course (HDF 420). In EDC 350/426, student teachers are required to administer a rubric, checklist, or other form of assessment to the students at the conclusion of implementing each of two or three formal lesson plans in the fall semester prior to student teaching and in each of three formal lessons in the fall semester of student teaching. Candidates collect data related to the lesson plan outcomes and analyze this data, reporting the mean, median, mode, and range of scores. Student teachers also create rubrics or tools and collect data relating to their students' self-assessment of their own learning and performance during the lesson. This data is also analyzed (mean, median, mode, and range of scores). Student teachers reflect upon the results of both sets of assessment for each formal lesson that they implement; next, they plan future instruction based upon the results of both their own outcomes-based rubrics as well as the results of their students' self-reflections.

Data Interpretation: Through creating and sharing student portfolios with parents, attending open houses, parent conferences, and IEP/504 meetings, student teachers will gain valuable experiences in linking the school with the home related to student progress. Student teachers will be encouraged to attend more meetings and observations with their students' special teachers (speech/language/literacy/guidance), and to write class newsletters with advice to parents to strengthen children's knowledge, skills, and dispositions. Earlier program courses lay the foundation for teaching candidates to use results of assessments to guide future instruction. Future lesson plans require candidates to reflect upon results of previous lessons and incorporate their findings into the present lessons, allowing for differentiation of instruction and remediation, as necessary. Clinical educators will be urged to support these efforts during clinical educator training workshops and during periodic supervisory visit meetings with the university supervisor.

University Supervisor Final Evaluation:

(Please see Clinical Educator Final Evaluation description, above)

Data Analysis: The mean score for cohort one, as rated by the University supervisor was 4.4; for cohorts two and three, the mean scores were 4.4 and 4.3, respectively. The mean score for all three cohorts was 4.4 or 87.5%. The collective data did not vary significantly across cohorts on the five assessment measures.

Data Interpretation: The mean scores for all three cohorts on the five assessment items related to student assessment were almost identical. However, in the area of using results of assessment to guide instruction, the scores were modestly lower in the 2017-19 cohort than in the 2016-18 cohort, and this cohort scored slightly lower than the 2015-17 cohort with a range of 4.2 to 4.5 for the three cohorts on this criterion. The area of using multiple sources of information to assess students was higher for the third cohort than for the second cohort, but lower than the first cohort. It is reassuring to note that, although mean scores for communicating with families were slightly lower in 2016-18, these scores rose again in 2017-19 to the same level as the first cohort (4.0/5).

Providing our teaching candidates with earlier experiences with using results of assessment to guide future instruction is recommended and planned. Also, working closely with the clinical educator, the University supervisor can ascertain that the student teacher is attending all of the IEP/504 meetings, meetings with specialists, and meetings with parents as possible. The clinical educator may ask the student teacher to play a larger role in preparing report cards for the students and in creating class newsletters and other letters to parents explaining the concepts being taught in class and the means by which they can take active roles at home in scaffolding their children's learning.

Clinical Educator Final Student Teacher Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
2.2 Establishing a climate that promotes fairness and respect	2015-2017 Early Childhood Education	18	4.78/5	5	0.65
5.2 Collecting and using multiple sources of information to assess student learning	2015-2017 Early Childhood Education	18	4.39/5	4.5	0.7
5.3 Involving and guiding all students in assessing their own learning	2015-2017 Early Childhood Education	18	4.39/5	4.5	0.7
5.4 Using the results of assessment to guide instruction	2015-2017 Early Childhood Education	18	4.22/5	4	0.73
5.5 Communicating with students, families, and other audiences about student progress	2015-2017 Early Childhood Education	18	4.22/5	4	0.81
2.2 Establishing a climate that promotes fairness and respect	2016-2018 Early Childhood Education	12	4.19/5	4	0.82
5.2 Collecting and using multiple sources of information to assess student learning	2016-2018 Early Childhood Education	12	4.04/5	4	0.75
5.3 Involving and guiding all students in assessing their own learning	2016-2018 Early Childhood Education	12	3.92/5	4	0.7
5.4 Using the results of assessment to guide instruction	2016-2018 Early Childhood Education	12	3.98/5	4	0.71
5.5 Communicating with students, families, and other audiences about student progress	2016-2018 Early Childhood Education	12	3.67/5	3.13	0.87
2.2 Establishing a climate that promotes fairness and respect	2017-2019 Early Childhood Education	10	4.25/5	4.5	0.86
5.2 Collecting and using multiple sources of information to assess student learning	2017-2019 Early Childhood Education	10	3.90/5	4	0.88
5.3 Involving and guiding all students in assessing their own learning	2017-2019 Early Childhood Education	10	3.78/5	4	0.67

5.4 Using the results of assessment to guide instruction	2017-2019 Early Childhood Education	10	3.78/5	4	0.75
5.5 Communicating with students, families, and other audiences about student progress	2017-2019 Early Childhood Education	10	3.83/5	4	0.82
Average of 15 Criterion Average			4.09/5 (81.76%)		

University Supervisor Final Student Teacher Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group (Raw)	Median for Group	SD
2.2 Establishing a climate that promotes fairness and respect	2015-2017 Early Childhood Education	18	4.78/5	5	0.55
5.2 Collecting and using multiple sources of information to assess student learning	2015-2017 Early Childhood Education	18	4.72/5	5	0.57
5.3 Involving and guiding all students in assessing their own learning	2015-2017 Early Childhood Education	18	4.22/5	4	0.55
5.4 Using the results of assessment to guide instruction	2015-2017 Early Childhood Education	18	4.50/5	5	0.71
5.5 Communicating with students, families, and other audiences about student progress	2015-2017 Early Childhood Education	18	4.00/5	4	0.49
2.2 Establishing a climate that promotes fairness and respect	2016-2018 Early Childhood Education	12	4.83/5	5	0.39
5.2 Collecting and using multiple sources of information to assess student learning	2016-2018 Early Childhood Education	12	4.50/5	5	0.67
5.3 Involving and guiding all students in assessing their own learning	2016-2018 Early Childhood Education	12	4.58/5	5	0.51
5.4 Using the results of assessment to guide instruction	2016-2018 Early Childhood Education	12	4.42/5	4.5	0.67
5.5 Communicating with students, families, and other audiences about student progress	2016-2018 Early Childhood Education	12	3.58/5	4	0.51
2.2 Establishing a climate that promotes fairness and respect	2017-2019 Early Childhood Education	10	4.50/5	5	0.71
5.2 Collecting and using multiple sources of information to assess student learning	2017-2019 Early Childhood Education	10	4.60/5	5	0.52

5.3 Involving and guiding all students in assessing their own learning	2017-2019 Early Childhood Education	10	4.25/5	4	0.63
5.4 Using the results of assessment to guide instruction	2017-2019 Early Childhood Education	10	4.15/5	4	0.67
5.5 Communicating with students, families, and other audiences about student progress	2017-2019 Early Childhood Education	10	3.95/5	4	0.69
Average of 15 Criterion Average			4.37/5 (87.45%)		

[Elementary Education 1D](#)

Plan, Teach, Assess, Reflect (PTAR) Assignment

Overview: Candidates are assessed on learners, learning theory, and application during the candidate's methods classes by completing the Plan, Teach, Assess, and Reflect (PTAR) task for each of their methods classes: Mathematics (EDC 456 in semester 2), Science (EDC 457 in semester 2), Social Studies (EDC 458 in semester 2) and English Language Arts (EDC 455 in semester 3). Candidates design a developmentally appropriate lesson in the content area, teach the lesson, assess the lesson, and reflect on the impact to student learning. They provide as evidence the lesson plan that includes objectives, standards, accommodations, opportunities to learn, culturally responsive practices, steps in teaching (modeling, guided practice, independent practice), resources, assessment task and criteria. In the reflection they address the evidence of what students know and are able to do as a consequence of the lesson. They provide a summary of class performance and address in more detail the learning of three students performing at different levels on the task. Based on the assessment data, candidates provide next steps for the class and specifically for the three students. Two of twelve criteria were shared between the PTAR tasks in Math, Science, Social Studies, and English Language Arts and examined for assessment of and for student learning. These are: Candidates know, understand, and use formal/informal assessment strategies, and Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student. The criteria were assessed on a three-point scale: unacceptable, acceptable, and target. Ideally, candidates should perform at the acceptable level.

Data Interpretation: Mathematics performance indicates much less ability of candidates on assessment of and for student learning. Differences in performance between the math task and the science, social studies (although not the 2015-2017 cohort) and English language arts task, lower in math, may indicate some reliability problems. We should examine the tasks and how we score them in these shared areas to assure we have a shared understanding of the meaning of the criteria and the rubric. We have been discussing moving the assessment course (EDC 452) earlier in the program so that candidates can build on this introduction to assessment. This would mean the course would be offered in candidates' first semester in the program prior to the PTAR tasks.

PTAR (Math, Science, Social Studies, English Language Arts)

Rubric Criteria	Folio Area	Cohort	N	Average	Median	SD
Candidates know, understand, and use formal and informal assessment strategies.	Math	2015-2017_Elementary Education	52	1.85/3	2	0.36
Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student	Math	2015-2017_Elementary Education	52	1.25/3	1	0.44
Candidates know, understand, and use formal and informal assessment strategies.	Science	2015-2017_Elementary Education	51	2.81/3	3	0.22
Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student	Science	2015-2017_Elementary Education	51	2.75/3	2.75	0.21

Candidates know, understand, and use formal and informal assessment strategies.	Social Studies	2015-2017_Elementary Education	52	2.06/3	2	0.57
Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student	Social Studies	2015-2017_Elementary Education	52	2.06/3	2	0.62
Candidates know, understand, and use formal and informal assessment strategies.	English Language Arts	2015-2017_Elementary Education	55	2.49/3	2.5	0.47
Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student	English Language Arts	2015-2017_Elementary Education	55	2.44/3	2.5	0.45
Candidates know, understand, and use formal and informal assessment strategies.	Math	2016-2018_Elementary Education	60	2.25/3	2	0.51
Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student	Math	2016-2018_Elementary Education	60	2.02/3	2	0.43
Candidates know, understand, and use formal and informal assessment strategies.	Science	2016-2018_Elementary Education	59	2.61/3	2.5	0.23
Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student	Science	2016-2018_Elementary Education	59	2.60/3	2.5	0.2
Candidates know, understand, and use formal and informal assessment strategies.	Social Studies	2016-2018_Elementary Education	60	2.39/3	2	0.53
Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student	Social Studies	2016-2018_Elementary Education	60	2.44/3	2.5	0.55
Candidates know, understand, and use formal and informal assessment strategies.	English Language Arts	2016-2018_Elementary Education	57	2.65/3	2.75	0.2
Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student	English Language Arts	2016-2018_Elementary Education	57	2.68/3	2.75	0.2
Candidates know, understand, and use formal and informal assessment strategies.	Math	2017-19	53	2.62/3	3	0.49
Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of	Math	2017-19	53	2.09/3	2	0.4

each student						
Candidates know, understand, and use formal and informal assessment strategies.	Science	2017-19	53	2.62/3	2.7	0.26
Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student	Science	2017-19	53	2.49/3	2.5	0.33
Candidates know, understand, and use formal and informal assessment strategies.	Social Studies	2017-19	55	2.5/3	2.5	0.49
Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student	Social Studies	2017-19	55	2.53/3	2.75	0.52
Candidates know, understand, and use formal and informal assessment strategies.	English Language Arts	2017-19	53	2.81/3	2.75	0.15
Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student	English Language Arts	2017-19	53	2.76/3	2.75	0.11

Informal/Formal Assessment of Learning Task

Data overview: In the first semester of year 2 of the program, candidates do an Informal/Formal Assessment task. This task requires candidates to provide a description of the ways in which they conduct informal and formal assessment in their classroom. They provide a copy of a formal assessment that they have used to analyze what students learned across several lessons. They cite specific examples of what students know and are able to do based on student work samples that are provided. The analysis of what students have learned also includes future instructional plans. At this point in the program, they are placed in the classroom where they will student teach the next semester. These are the children they will be working with during student teaching. Candidates are assessed on six criteria in this task, all of which were used for analysis. The criteria were assessed on a three-point scale: unacceptable, acceptable, and target. Ideally candidates should perform at the acceptable level.

Data Analysis: Overall performance improves over time. The highest scoring area across cohorts was candidates who know, understand, and use formal and informal assessment strategies. There are a few areas where candidates do not reach acceptable performance. Across all three cohorts, the means indicated that not all candidates were able to perform at the acceptable level in using assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student and the reflection (on assessment) criteria.

Data Interpretation: This task is completed in the semester prior to student teaching. Results indicated that candidates may need more time and experience to reach acceptable performance before student teaching. As we are considering moving this class and associated program task to the beginning of the program, we will track how candidate performance improves over time. As this will be their introduction to assessment (beyond what is taught in EDC 312 Psychology of Learning), we also should see improvement on assessment criteria in their teaching tasks (PTAR Math, Science, Social Studies, English Language Arts)

Assessment of Learning Task

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Candidates know, understand, and use formal and informal assessment strategies	2015-2017_Elementary Education	52	2.00/3	2	0
Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student	2015-2017_Elementary Education	52	1.69/3	2	0.67
Candidates use knowledge and understanding to construct learning opportunities that support individual students' development and acquisition of knowledge	2015-2017_Elementary Education	52	2.00/3	2	0
Candidates plan instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community	2015-2017_Elementary Education	52	2.00/3	2	0
Candidates create instructional opportunities that are adapted to diverse students	2015-2017_Elementary Education	52	2.00/3	2	0
Candidates reflect on and modify their practice in light of research on teaching, professional ethics, and resources available for professional learning	2015-2017_Elementary Education	52	1.00/3	1	0
Candidates know, understand, and use formal and informal assessment strategies	2016-2018_Elementary Education	58	2.22/3	2	0.46
Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student	2016-2018_Elementary Education	58	1.65/3	2	0.58
Candidates use knowledge and understanding to construct learning opportunities that support individual students' development and acquisition of knowledge	2016-2018_Elementary Education	58	2.04/3	2	0.19
Candidates plan instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community	2016-2018_Elementary Education	58	2.02/3	2	0.13
Candidates create instructional opportunities that are adapted to diverse students	2016-2018_Elementary Education	58	2.02/3	2	0.13
Candidates reflect on and modify their practice in light of research on teaching,	2016-2018_Elementary Education	58	1.15/3	1	0.36

professional ethics, and resources available for professional learning					
Candidates know, understand, and use formal and informal assessment strategies	2017-2019 Elementary Education	47	2.36/3	2	0.48
Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student	2017-2019 Elementary Education	47	1.74/3	2	0.66
Candidates use knowledge and understanding to construct learning opportunities that support individual students' development and acquisition of knowledge	2017-2019 Elementary Education	47	2.06/3	2	0.24
Candidates plan instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community	2017-2019 Elementary Education	47	2.00/3	2	0
Candidates create instructional opportunities that are adapted to diverse students	2017-2019 Elementary Education	47	2.00/3	2	0
Candidates reflect on and modify their practice in light of research on teaching, professional ethics, and resources available for professional learning	2017-2019 Elementary Education	47	1.88/3	2	0.48
Average of 18 Criterion Average			1.88/3 62.64%		

Clinical Education Classroom Observation 2

Overview: The RIDE Lesson Evaluation consists of an eight-criteria rubric on a 4-point scale: Does not meet (1), Approaches the Standard (2), Meets the Standards (3), Target (4). One of the eight criteria are used to assess candidates, knowledge, skills and dispositions on assessment of and for student learning. The criteria is Using assessment in instruction. During the observation, the clinical educator is looking for evidence that the candidates are aware of the assessment criteria, monitor student learning for groups of students, use questions and assessments to diagnose evidence of learning, provide feedback that is accurate and specific, engage students in self-assessment, and make minor adjustments to the lessons based on the assessment information obtained. Expected performance is 3 (meets the standard). Candidates are observed using this instrument twice during their student teaching semester by the clinical educator. We chose to use the second evaluation by the clinical educator to examine how candidates perform in this areas for our self-study. We have data for two cohorts: 2016-18 and 2017-19.

Data Analysis: Between the two cohorts, candidates perform at the “approaches” and “meets the standard level;” most meet the standard, but not all. Performance improves over time.

Data Interpretation: We view the observation task as diagnostic. Candidates obviously do much more teaching than is formerly observed. The formal observation points for clinical educators are at the beginning and end of the semester. This particular observation occurred toward the end of the semester. We consider this task to serve as information for the clinical educator and candidate on areas to improve. We know that not all candidates perform at the 3 or 4 level on

each lesson they teach. Teaching a lesson where candidates do not perform to acceptable levels should concern us and the importance of assessment to inform our teaching and student learning is key. One thing we could do is have candidates teach another lesson that will formally be observed in the same content area to demonstrate they learned from the previous experience.

Clinical Educator Classroom Observation 2 Data

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Using Assessment in Instruction	2016-2018_Elementary Education	58	2.88/4	3	0.54
Using Assessment in Instruction	2017-2019 Elementary Education	47	3.36/4	3	0.58
Average of 2 Criterion Average			3.12/4 (78.03%)		

University Supervisor's Classroom Observation 2

Overview: The RIDE Lesson Evaluation consists of eight criteria rubric on a 4-point scale: Does not meet (1), Approaches the Standard (2), Meets the Standards (3), Target (4). One of the eight criteria are used to assess candidates, knowledge, skills and dispositions on assessment of and for student learning. The criteria is using assessment in instruction. During the observation, the University supervisor is looking for evidence that the candidates are aware of the assessment criteria, monitor student learning for groups of students, use questions and assessments to diagnose evidence of learning, provide feedback that is accurate and specific, engage students in self-assessment, and make minor adjustments to the lessons based on the assessment information obtained. Expected performance is 3 (meets the standard). Candidates are observed using this instrument three times during their student teaching semester by the University supervisor. We chose to use the second evaluation by the University supervisor to examine how candidates perform in these areas for our self-study. This observation takes place at mid-term. We have data for two cohorts: 2016-18 and 2017-19.

Data Analysis: Between the two cohorts, candidates perform at the “approaches” and “meets the standard level;” most meet the standard, but not all. Performance improves over time.

Data Interpretation: This assessment occurs at mid-term, unlike the clinical educator's observation that occurs closer to the end of student teaching. In this the findings are not comparable. What is of note is that at mid-term, University supervisors score candidates similarly as clinical educators do at the end of the candidates' experience. Change over time is less dramatic as well. This might indicate we need to do more work with clinical educators and University supervisors on understanding the criteria and scoring performance. Also, it would have been interesting to compare both end-of-semester observations rather than choosing the mid-term observation by the University supervisor. We should look at this data to determine if the University supervisor notes any improvement in candidate performance from mid-term to the end of the semester. We should also determine if we should have expected performance levels with additional observations for those who do not at least meet the standard to assure they have made progress in their learning in assessment of and for student learning.

University Supervisor Observation 2 Data

Rubric Criteria	DRF Name	Authors evaluated	Average for Group	Median for Group	SD
Using Assessment in Instruction	2016-2018_Elementary Education	58	3.10/4	3	0.52
Using Assessment in Instruction	2017-2019 Elementary Education	47	3.29/4	3.5	0.5
Average of 2 Criterion Average			3.19/4 (79.83%)		

Clinical Education Final Evaluation

Overview: The Clinical Educator Final Evaluation is completed at the end of student teaching in the candidates' last semester in the program.. It consists of 29 criteria rubric on a three point scale: Approaching the Standard (1), Acceptable (2), Target (3). Five of the twenty nine criteria are used to assess candidates' knowledge, skills and dispositions on assessment of and for student learning. This same evaluation is used at mid-term so that candidates can have an opportunity to improve over time.

Data Analysis: The highest performance on criteria across cohorts is establishing a climate that promotes fairness and respect. The lowest performance on criteria differs across cohorts and no mean falls below 2 out of 3. The median score for all of the variables is 3.

Data Interpretation: This is a high performance area across cohorts and performance on these criteria are quite stable over time. It is quite possible that performance is so high because candidates have feedback on these criteria at mid-term so that they can focus on areas in need of improvement. It would be interesting to see that change over time and we should look at the midterm data in conjunction with the final data to determine areas in which candidates typically struggle and how that changes over time

Clinical Educator Final Student Teacher Evaluation Data

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
2.2 Establishing a climate that promotes fairness and respect	2015-2017_Elementary Education	52	2.92/3	3	0.23
5.2 Collecting and using multiple sources of information to assess student learning	2015-2017_Elementary Education	52	2.65/3	3	0.49
5.3 Involving and guiding all students in assessing their own learning	2015-2017_Elementary Education	52	2.64/3	3	0.44
5.4 Using the results of assessment to guide instruction	2015-2017_Elementary Education	52	2.68/3	3	0.43
5.5 Communicating with students, families, and other audiences about student progress	2015-2017_Elementary Education	52	2.64/3	3	0.44
2.2 Establishing a climate that promotes fairness and respect	2016-2018_Elementary Education	58	2.93/3	3	0.24

5.2 Collecting and using multiple sources of information to assess student learning	2016-2018_Elementary Education	58	2.76/3	3	0.41
5.3 Involving and guiding all students in assessing their own learning	2016-2018_Elementary Education	58	2.77/3	3	0.39
5.4 Using the results of assessment to guide instruction	2016-2018_Elementary Education	58	2.81/3	3	0.37
5.5 Communicating with students, families, and other audiences about student progress	2016-2018_Elementary Education	58	2.72/3	3	0.42
2.2 Establishing a climate that promotes fairness and respect	2017-2019 Elementary Education	47	2.94/3	3	0.22
5.2 Collecting and using multiple sources of information to assess student learning	2017-2019 Elementary Education	47	2.75/3	3	0.41
5.3 Involving and guiding all students in assessing their own learning	2017-2019 Elementary Education	47	2.83/3	3	0.35
5.4 Using the results of assessment to guide instruction	2017-2019 Elementary Education	47	2.72/3	3	0.43
5.5 Communicating with students, families, and other audiences about student progress	2017-2019 Elementary Education	47	2.65/3	3	0.46
Average of 15 Criterion Average			2.76/3 (92.01%)		

University Supervisor Final Evaluation

Data Overview: The University Supervisor's Final Evaluation is completed at the end of student teaching. This is the same evaluation completed by clinical educators. It consists of a 29 criteria rubric on a 3-point scale: Approaching the Standard (1), Acceptable (2), Target (3). Five of the twenty nine criteria are used to assess candidates' knowledge, skills and dispositions on assessment of and for student learning. This same evaluation is used at mid-term, so that candidates can have an opportunity to improve over time.

Data Interpretation: Highest performance on criteria across cohorts is establishing a climate that promotes fairness and respect. The lowest performance on criteria differs across cohorts and no mean falls below 2 out of 3. The median score for all of the variables is 3.

This is a high performance area across cohorts and performance on these criteria are quite stable over time. It is quite possible that performance is so high because candidates have feedback on these criteria at mid-term so that they can focus on areas in need of improvement. It would be interesting to see that change over time and we should look at the midterm data in conjunction with the final data to determine areas candidates typically struggle with and how that changes over time.

University Supervisor Final Student Teaching Evaluation Data

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
2.2 Establishing a climate that promotes fairness and respect	2015-2017_Elementary Education	52	2.88/3	3	0.27
5.2 Collecting and using multiple sources of information to assess student learning	2015-2017_Elementary Education	52	2.65/3	3	0.41
5.3 Involving and guiding all students in assessing their own learning	2015-2017_Elementary Education	52	2.47/3	2.5	0.44
5.4 Using the results of assessment to guide instruction	2015-2017_Elementary Education	52	2.75/3	3	0.36
5.5 Communicating with students, families, and other audiences about student progress	2015-2017_Elementary Education	52	2.61/3	2.75	0.44
2.2 Establishing a climate that promotes fairness and respect	2016-2018_Elementary Education	58	2.86/3	3	0.32
5.2 Collecting and using multiple sources of information to assess student learning	2016-2018_Elementary Education	58	2.79/3	3	0.37
5.3 Involving and guiding all students in assessing their own learning	2016-2018_Elementary Education	58	2.67/3	3	0.4
5.4 Using the results of assessment to guide instruction	2016-2018_Elementary Education	58	2.81/3	3	0.36
5.5 Communicating with students, families, and other audiences about student progress	2016-2018_Elementary Education	58	2.72/3	3	0.4
2.2 Establishing a climate that promotes fairness and respect	2017-2019 Elementary Education	47	2.94/3	3	0.25
5.2 Collecting and using multiple sources of information to assess student learning	2017-2019 Elementary Education	47	2.80/3	3	0.35
5.3 Involving and guiding all students in assessing their own learning	2017-2019 Elementary Education	47	2.77/3	3	0.34
5.4 Using the results of assessment to guide instruction	2017-2019 Elementary Education	47	2.80/3	3	0.37
5.5 Communicating with students, families, and other audiences about student progress	2017-2019 Elementary Education	47	2.72/3	3	0.36
Average of 15 Criterion Average			2.75/3 (91.66%)		

Health and Physical Education 1D

Overview: HPE candidates' performance regarding the "assessment of and for student learning" aspect has been addressed via unit plan activity in EDC 300, EDC 307, EDC 314, IEP reports and group research presentations in EDC 410 and EDC 440, informational/formal assessments in EDC 486 and EDC 487. Detailed information is provided as follows.

Unit Plan Activity:

Overview: EDC 300 and EDC 314 are the physical education pedagogical courses, whereas EDC 307 is the health pedagogical course. All of these courses are structured to prepare students to teach elementary physical education at elementary school and health education at K-12. The unit plan assessment is required for all method courses, and candidates must meet all standards at an acceptable level in order to move onto student teaching. For this particular assessment, candidates develop a series of connected lessons (4- 6) using knowledge and experience gained during the course, and implement their lessons at their practicum site (EDC 302, EDC 315, EDC 308), where they complete 35 practicum hours including classroom observation and teaching experience under a clinical educator's supervision. The unit plan is used to assess students' implementation of learning knowledge in planning of initial ideas for learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction. This unit plan assessment asks candidates to develop an instructional unit that provides them with an opportunity to demonstrate their ability to do long term instructional planning for a group of students.

Data Analysis: For EDC 300, three cohorts of candidates' data were collected from 2016 to 2018 and evaluated utilizing the NASPE Unit Plan Rubric, which includes two criteria specifically for assessments: 11) assessment tools - select or create appropriate assessments that will measure student achievement of the goals and objectives, and 12) assessment student learning - use appropriate assessment to evaluate student learning before, during and after instruction. The average scores for #11 and #12 were 2.64/3 in 2016 (N=15). The average scores in 2017 (N=16) for #11 and #12 were 2.94/3 and 2.81/3, respectively. In 2018 (N=16), the average scores for #11 and #12 were 2.78/3 and 2.56/3, respectively. Additionally, this unit plan data is also evaluated by using the RIPTS Unit Plan Rubric, which includes one criterion that specifically addresses assessment strategies. The results based on RIPTS shown that the average score for assessment was 4.07/5 in 2016, 4.31/5 in 2017, and 4.22/5 in 2018.

For EDC 314, the unit plan activity was evaluated using the RIPTS Unit Plan Rubric. The results using the NASPE unit plan rubric show that the average scores for #11 and #12 was 3/3 In 2016 (N=15). The average scores in 2017 (N=16) for #11 and #12 were 2.84/3 and 2.79/3, respectively. The average scores In 2018 (N=16) for #11 and #12 were 2.30/3 and 2.4/3, respectively. The majority of the standard deviations were 0.82 or less. Additionally, this unit plan data is also evaluated by using RIPTS Unit Plan rubric which include one criterion specifically addressed assessment strategies. The results based on RIPTS shown that the average score for assessment was 4.86/5 in 2016, 3.89/5 in 2017, and 4/5 in 2018.

For EDC 307, three cohorts of students' data were also collected in 2016 (N=15), 2017 (N=16), and 2018 (N=16). They were evaluated utilizing the AHEE Unit Plan Rubric with 8 criteria, one of which specifically addresses assessment (#4 assessment), and the RIPTS Unit Plan Rubric with 11 criteria, one of which specifically focuses on assessment (#10 assessment strategies). Based on the AHEE rubric, the average score was 2.83/3, 2.94/3, 2.87/3 for 2016, 2017 and 2018, respectively. Based on the RIPTS rubric, the average score ranged from 4.23/5 in 2016, from 4.4/5 to 4.73/5 in 2017, and from 4.64/5 in 2018.

Data Interpretation: The results from the unit plan activity for both EDC 300 and EDC 307 demonstrated that all HPE candidates' performance related to the assessment aspect was consistently good throughout the three years' evaluation period and the group as whole given the small standard deviations generated. Based on the results from the unit plan activity, course instructors provided content-specific examples of good assessment practices for the use of candidates in EDC 300, EDC 307, EDC 314 (methods course and/or pre-practicum experience for elementary and secondary education, and health education), in order to assist candidates' understanding of assessment issues from the perspective of their unique discipline. All candidates meet the minimum standard, which is expected for an entry-level health and physical education educator. The School of Education has designated the unit planning activity as a critical benchmark assessment. This requires all candidates meet standards on all rubric elements in order to proceed to student teaching. This has resulted in greater levels of performance with this assessment, since candidates must revise and resubmit any work not meeting a particular standard. The unit plan generally consists of 4-7 lessons and is typically implemented during the student teaching practicum. Nevertheless, HPE candidates showed strength in providing appropriate assessments to evaluate students' achievement toward those goals to further support the success of their learning.

Health and Physical Education EDC 300 Elementary Unit Plan

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Addressing Students' Needs	2016-2018_All Grades Health and Physical Education K-12	15	4.29/5	4	0.73
Use of Materials and Resources	2016-2018_All Grades Health and Physical Education K-12	15	4.29/5	4	0.61
Assessment Strategies	2016-2018_All Grades Health and Physical Education K-12	15	4.07/5	4	0.62
Addressing Students' Needs	2017 -2019 All Grades Health and Physical Education K-12	16	4.31/5	4	0.7
Use of Materials and Resources	2017 -2019 All Grades Health and Physical Education K-12	16	4.06/5	4	0.68
Assessment Strategies	2017 -2019 All Grades Health and Physical Education K-12	16	4.31/5	4.5	0.79
Addressing Students' Needs	2018-2020 All Grades Health and Physical Education K-12	16	4.44/5	4	0.53
Use of Materials and Resources	2018-2020 All Grades Health and Physical Education K-12	16	4.33/5	4	0.71
Assessment Strategies	2018-2020 All Grades Health and Physical Education K-12	16	4.22/5	5	0.97
Average of 9 Criterion Average			4.26/5 (85.18%)		

Health and Physical Education EDC 314 Secondary Unit Plan

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Addressing Students' Needs	2016-2018_ All Grades Health and Physical Education K-12	15	4.86/5	5	0.38
Use of Materials and Resources	2016-2018_ All Grades Health and Physical Education K-12	15	3.14/5	3	0.9
Assessment Strategies	2016-2018_ All Grades Health and Physical Education K-12	15	4.86/5	5	0.38
Addressing Students' Needs	2017 -2019 All Grades Health and Physical Education K-12	16	3.84/5	4	0.83
Use of Materials and Resources	2017 -2019 All Grades Health and Physical Education K-12	16	3.84/5	4	0.6
Assessment Strategies	2017 -2019 All Grades Health and Physical Education K-12	16	3.89/5	4	0.88
Addressing Students' Needs	2018-2020 All Grades Health and Physical Education K-12	16	4.44/5	5	0.88
Use of Materials and Resources	2018-2020 All Grades Health and Physical Education K-12	16	4.44/5	5	0.73
Assessment Strategies	2018-2020 All Grades Health and Physical Education K-12	16	4.00/5	4	0.87
Average of 9 Criterion Average			4.15/5 (82.94%)		

Health and Physical Education EDC 307 K-12 Health Unit Plan

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Addressing Students' Needs	2016-2018_ All Grades Health and Physical Education K-12	15	4.38/5	4	0.51
Use of Materials and Resources	2016-2018_ All Grades Health and Physical Education K-12	15	4.38/5	4	0.51
Assessment Strategies	2016-2018_ All Grades Health and Physical Education K-12	15	4.23/5	4	0.44
Addressing Students' Needs	2017 -2019 All Grades Health and Physical Education K-12	16	4.47/5	5	0.64

Use of Materials and Resources	2017 -2019 All Grades Health and Physical Education K-12	16	4.13/5	4	0.64
Assessment Strategies	2017 -2019 All Grades Health and Physical Education K-12	16	4.40/5	5	0.74
Addressing Students' Needs	2018-2020 All Grades Health and Physical Education K-12	16	4.43/5	5	0.76
Use of Materials and Resources	2018-2020 All Grades Health and Physical Education K-12	16	4.57/5	5	0.51
Assessment Strategies	2018-2020 All Grades Health and Physical Education K-12	16	4.43/5	4.5	0.65
Average of 9 Criterion Average			4.38/5 (87.62%)		

Research Presentation in Adapted Physical Education

Overview: In EDC 410, Adapted Physical Education, class sessions are geared toward small groups investigating and discussing research projects completed in the area of adapted physical education. Candidates are assigned a group during the first week of class. The assignment is graded both individually and in a group. The candidates' responsibilities are to review and report on an assigned research study based on their group number. The purpose is to take information that is important to teachers working with children with disabilities and share it with their classmates. Groups must present information using PowerPoint and provide a minimum one--page handout summarizing the study to the class. Candidates must be present the day of their assignment in order to get credit. Presentations are 20-25 min. in length.

Data Analysis: Three years of data (2016-2018) was collected from EDC 410. There were 15 students from 2016, 16 students from 2017 and 16 students from 2018. In terms of the rubric, the mean scores ranged from 70-100% in 2016, 39-98% in 2017 and 33-100% 2018. Score consistency is observed among candidates from year to year.

Data Interpretation: Assessment of candidates' research presentations in EDC 410 provided evidence of meeting standard 1D. Seven rubric elements were used for this justification. According to the data analysis results from 2016 and 2018, the average of all of the scores in the group was 91%, proving to be well above the standard.

HPE 410 Research in APE

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Individual Grade: Historical, Philosophical, and Social Perspectives of Physical Education	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Individual Grade: Physiological and Biomechanical Concepts	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0

Individual Grade: Motor Learning and Psychological/Behavior Theory	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Individual Grade: Motor Development Theory	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Group Grade: Discussion	2016-2018_All Grades Health and Physical Education K-12	15	2.40/3	3	1.26
Group Grade: Dispositions	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Group Grade: Presentation materials	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Individual Grade: Historical, Philosophical, and Social Perspectives of Physical Education	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.25
Individual Grade: Physiological and Biomechanical Concepts	2017 -2019 All Grades Health and Physical Education K-12	16	2.88/3	3	0.34
Individual Grade: Motor Learning and Psychological/Behavior Theory	2017 -2019 All Grades Health and Physical Education K-12	16	2.88/3	3	0.34
Individual Grade: Motor Development Theory	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.25
Group Grade: Discussion	2017 -2019 All Grades Health and Physical Education K-12	16	1.19/3	0.5	1.38
Group Grade: Dispositions	2017 -2019 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Group Grade: Presentation materials	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.25
Individual Grade: Historical, Philosophical, and Social Perspectives of Physical Education	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Individual Grade: Physiological and Biomechanical Concepts	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Individual Grade: Motor Learning and Psychological/Behavior Theory	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Individual Grade: Motor Development Theory	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Group Grade: Discussion	2018-2020 All Grades Health and Physical Education K-12	16	1.00/3	1	0

Group Grade: Dispositions	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Group Grade: Presentation materials	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Average of 21 Criterion Average			2.77/3 (92.30%)		

Individualized Education Program Report:

Overview: Also in EDC 410, Adapted Physical Education, students complete an IEP Report Assignment. Candidates are assigned to complete an IEP report on a designated child with a disability. Candidates are assigned one child with a disability to work with for the entire semester and they meet for an hour each week with that child. Candidates must demonstrate that they are reflective, articulate, intelligent physical educators who know how to implement appropriate assessments, set realistic and appropriate IEP goals and implement effective teaching methods to work on the assigned objectives each week. Once the report is complete, the candidates will meet with the child's parents to review the IEP and the results of working on the goals each week. The child's parents and course instructor will provide feedback on the IEP. Candidates are required to use professional literature and assessments to support the objectives and statements used in their IEP, and not just their opinion. The assignment is included in both the EDC 410: Adapted Physical Education (fall semester only) and the EDC 440: Adapted Aquatics (spring semester only) courses.

Data Analysis: Three years of data (2016-2018) was collected from EDC 410. There were 15 students from 2016, 16 students from 2017 and 16 students from 2018. In terms of the rubric, the mean scores ranged from 20-100% in 2016, 65-98% in 2017 and 29-100% in 2018. Score consistency is observed among candidates from year to year.

Data Interpretation: Assessment of candidates' research presentations in EDC 410, provided evidence of meeting standard 1D. Seven rubric elements were used for this justification. According to the data analysis results from 2016 and 2018, the average of all of the scores in the group was 87%, proving to be well above the standard.

HPE 410 IEP Assessment

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Factors for IEP Team Consideration	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Present Level of Educational Performance	2016-2018_All Grades Health and Physical Education K-12	15	2.90/3	3	0.32
Measurable Learning/Educational Objectives	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Accommodation/Modifications	2016-2018_All Grades Health and Physical Education K-12	15	2.90/3	3	0.32

Services/ LRE-Placement	2016-2018_All Grades Health and Physical Education K-12	15	2.90/3	3	0.32
Assessment	2016-2018_All Grades Health and Physical Education K-12	15	2.60/3	3	0.97
Future Goals/ Expectations	2016-2018_All Grades Health and Physical Education K-12	15	2.90/3	3	0.32
Factors for IEP Team Consideration	2017 -2019 All Grades Health and Physical Education K-12	16	2.88/3	3	0.33
Present Level of Educational Performance	2017 -2019 All Grades Health and Physical Education K-12	16	2.35/3	3	1
Measurable Learning/ Educational Objectives	2017 -2019 All Grades Health and Physical Education K-12	16	2.06/3	2	1.14
Accommodation/ Modifications	2017 -2019 All Grades Health and Physical Education K-12	16	2.41/3	3	1.06
Services/ LRE-Placement	2017 -2019 All Grades Health and Physical Education K-12	16	2.53/3	3	0.87
Assessment	2017 -2019 All Grades Health and Physical Education K-12	16	2.18/3	3	1.24
Future Goals/ Expectations	2017 -2019 All Grades Health and Physical Education K-12	16	2.65/3	3	0.79
Factors for IEP Team Consideration	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Present Level of Educational Performance	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Measurable Learning/ Educational Objectives	2018-2020 All Grades Health and Physical Education K-12	16	2.29/3	3	0.95
Accommodation/ Modifications	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Services/ LRE-Placement	2018-2020 All Grades Health and Physical Education K-12	16	2.86/3	3	0.38
Assessment	2018-2020 All Grades Health and Physical Education K-12	16	2.71/3	3	0.76
Future Goals/ Expectations	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Average of 21 Criterion Average			2.72/3 90.66%		

Formal and Informal Assessment for Learning Task:

Overview: For the student teaching practicals, candidates complete two Informal/Formal Assessment of Learning Tasks to evaluate student learning. They begin by reflecting on the ways in which they evaluate what students know and are able to do as a result of their teaching. In the course of teaching an instructional unit or selection of lessons within an instructional unit, they select one example of informal and one example of formal assessment that they use with their students to serve as the basis for this entry.

Data Analysis: Six criteria were implemented to evaluate HPE candidates assessment performance 1) multiple assessment, 2) clear criteria, 3) learner difference, 4) clear record, 5) effective teaching, and 6) plan instruction. The first three elements are related to content whereas the last three are related to critical thinking. The overall average for all of those six elements throughout all three years is 4.42/5. The average of individual elements ranged from 4.29/5 to 4.59/5 in 2016 (N=15), from 4.16/5-4.66/5 in 2017 (N=16), and from 4.16/5 to 4.46/5 in 2018 (N=16).

Data Interpretation: All candidates meet the minimum standard which is expected for an entry level health and physical educator. The results are pretty consistent from 2016 to 2018 and from element to element regardless of content and critical thinking especially in content aspects of multiple assessments, clear criteria, and critical thinking aspects of plan instruction. Although HPE candidates as a whole showed strength in assessments given the results for individual elements (average and median), some HPE candidates do have room for improvement regarding the content aspect of learner differences and critical thinking aspect of clear record. This might be addressed via instruction approach modification such as providing more group activities and facilitating better communication among HPE candidates etc.

Lastly, the final evaluation used for student teachers has specific indicators related to assessment. All students are assessed using this rubric for both health and physical education. Students also meet these indicators in order to successfully complete the HPE program. Below are the indicators used in the rubric related to assessment:

- 1) 5.2 Collecting and using multiple sources of information to assess student learning
- 2) 5.3 Involving and guiding all students in assessing their own learning
- 3) 5.4 Using the results of assessment to guide instruction

Assessment of Learning Task Data

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Content - Multiple Assessments	2016-2018_ All Grades Health and Physical Education K-12	17	4.47/5	5	0.8
Content - Clear Criteria	2016-2018_ All Grades Health and Physical Education K-12	17	4.47/5	5	0.72
Content - Learner Differences	2016-2018_ All Grades Health and Physical Education K-12	17	4.59/5	5	0.71
Critical Thinking - Clear Record	2016-2018_ All Grades Health and Physical Education K-12	17	4.59/5	5	0.71
Critical Thinking - Effective Teaching	2016-2018_ All Grades Health and Physical Education K-12	17	4.59/5	5	0.71
Thinking - Plan Instruction	2016-2018_ All Grades Health and Physical Education K-12	17	4.59/5	5	0.71

Content - Multiple Assessments	2017 -2019 All Grades Health and Physical Education K-12	15	4.40/5	4.5	0.71
Content - Clear Criteria	2017 -2019 All Grades Health and Physical Education K-12	15	4.77/5	5	0.56
Content - Learner Differences	2017 -2019 All Grades Health and Physical Education K-12	15	3.88/5	3.5	1.11
Critical Thinking - Clear Record	2017 -2019 All Grades Health and Physical Education K-12	15	4.50/5	4.5	0.63
Critical Thinking - Effective Teaching	2017 -2019 All Grades Health and Physical Education K-12	15	4.53/5	5	0.64
Thinking - Plan Instruction	2017 -2019 All Grades Health and Physical Education K-12	15	4.47/5	4.5	0.55
Content - Multiple Assessments	2018-2020 All Grades Health and Physical Education K-12	19	4.55/5	5	0.6
Content - Clear Criteria	2018-2020 All Grades Health and Physical Education K-12	19	4.55/5	5	0.66
Content - Learner Differences	2018-2020 All Grades Health and Physical Education K-12	19	4.03/5	4	1.14
Critical Thinking - Clear Record	2018-2020 All Grades Health and Physical Education K-12	19	4.24/5	4.5	1.02
Critical Thinking - Effective Teaching	2018-2020 All Grades Health and Physical Education K-12	19	4.21/5	4.5	0.9
Thinking - Plan Instruction	2018-2020 All Grades Health and Physical Education K-12	19	4.28/5	5	0.93
Average of 18 Criterion Average			4.43/5 (88.55%)		

[Music Education 1D](#)

Overview: Music education program completers are evaluated on their ability to assess student learning using the Assessment of Student Learning Assessment (ASLA) also titled Informal and Formal Assessment for Student Learning during student teaching. During their clinical practice, they design instruction, administer formative assessments of learning, and then summative assessments. They analyze the data and write reflections of their understanding of student performance and recommend changes to the unit. Furthermore, the unit plan assessment during MUS 338 requires that all lessons in the unit have formative assessments and include a summative assessment. Categories include learner differences, critical thinking, and evaluation.

Data Analysis: Candidates were assessed on several items, including: an assessment of learning task, and a university supervisor final evaluation. On the assessment for learning task, candidates were evaluated on six criteria; on the observations, they were evaluated on one criterion; and in the final assessment they were evaluated on five criteria. 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. Scores from all three cohorts are proficient or above on the ASLA. Below are also the evaluations by the clinical educator and the university supervisor.

Assessment of Learning Task

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Content - Multiple Assessments	2015-2017_Music Education K-12	9	4.56/5	5	0.73
Content - Clear Criteria	2015-2017_Music Education K-12	9	4.33/5	4.5	0.66
Content - Learner Differences	2015-2017_Music Education K-12	9	4.11/5	4.5	0.89
Critical Thinking - Clear Record	2015-2017_Music Education K-12	9	4.22/5	4	0.62
Critical Thinking - Effective Teaching	2015-2017_Music Education K-12	9	4.50/5	5	0.87
Thinking - Plan Instruction	2015-2017_Music Education K-12	9	4.11/5	4	0.55
Content - Multiple Assessments	2017-2019 Music Education K-12	13	3.92/5	4	0.64
Content - Clear Criteria	2017-2019 Music Education K-12	13	3.62/5	4	0.51
Content - Learner Differences	2017-2019 Music Education K-12	13	3.38/5	3	0.65
Critical Thinking - Clear Record	2017-2019 Music Education K-12	13	3.46/5	3	0.52
Critical Thinking - Effective Teaching	2017-2019 Music Education K-12	13	3.69/5	3	0.85
Thinking - Plan Instruction	2017-2019 Music Education K-12	13	3.54/5	4	0.52
Content - Multiple Assessments	2018-2020 Music Education K-12	15	4.20/5	4	0.77
Content - Clear Criteria	2018-2020 Music Education K-12	15	3.80/5	4	0.56
Content - Learner Differences	2018-2020 Music Education K-12	15	3.40/5	3	0.51
Critical Thinking - Clear Record	2018-2020 Music Education K-12	15	3.67/5	4	0.49
Critical Thinking - Effective Teaching	2018-2020 Music Education K-12	15	4.07/5	4	0.59
Thinking - Plan Instruction	2018-2020 Music Education K-12	15	3.60/5	4	0.63
Average of 18 Criterion Average			3.90/5 (77.98%)		

University Supervisor Final Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
2.2 Establishing a climate that promotes fairness and respect	2015-2017_Music Education K-12	9	4.56/5	4.5	0.46
5.2 Collecting and using multiple sources of information to assess student learning	2015-2017_Music Education K-12	9	3.72/5	4	0.51
5.3 Involving and guiding all students in assessing their own learning	2015-2017_Music Education K-12	9	4.17/5	4	0.35
5.4 Using the results of assessment to guide instruction	2015-2017_Music Education K-12	9	4.22/5	4	0.62
5.5 Communicating with students, families, and other audiences about student progress	2015-2017_Music Education K-12	9	3.33/5	3	0.43
2.2 Establishing a climate that promotes fairness and respect	2017-2019 Music Education K-12	13	3.69/5	4	0.63
5.2 Collecting and using multiple sources of information to assess student learning	2017-2019 Music Education K-12	13	3.54/5	3	0.66
5.3 Involving and guiding all students in assessing their own learning	2017-2019 Music Education K-12	13	3.38/5	3	0.51
5.4 Using the results of assessment to guide instruction	2017-2019 Music Education K-12	13	3.46/5	3	0.52
5.5 Communicating with students, families, and other audiences about student progress	2017-2019 Music Education K-12	13	3.38/5	3	0.65
2.2 Establishing a climate that promotes fairness and respect	2018-2020 Music Education K-12	15	4.00/5	4	0.38
5.2 Collecting and using multiple sources of information to assess student learning	2018-2020 Music Education K-12	15	3.67/5	4	0.49
5.3 Involving and guiding all students in assessing their own learning	2018-2020 Music Education K-12	15	3.53/5	4	0.52
5.4 Using the results of assessment to guide instruction	2018-2020 Music Education K-12	15	3.80/5	4	0.41
5.5 Communicating with students, families, and other audiences about student progress	2018-2020 Music Education K-12	15	3.20/5	3	0.41
Average of 15 Criterion Average			3.71/5 (74.22%)		

Data Analysis: Results from the ASLA show that candidate scores hovered near 4 overall, with the 2015-2017 cohort scoring higher than subsequent groups. Another significant finding is that since 2015, the lowest score has been in “Content-Learner Differences.” However, while in the 2015-2017 group, the score for this category was still high, at 4.11, since 2017, it has fallen significantly to 3.38 and 3.40. During the earliest cohort, 2015-2017, the University supervisor’s scores were consistently higher than the clinical educator’s scores.

Data Interpretation: Aside from the 2015-2017 period, during which University supervisor scoring varied significantly from the rest of the evaluations, scores were relatively flat. The lowest scores during the 2015-2020 timeframe were consistently in the area of communicating with students and families about student progress (3.33, 3.38, 3.20). Candidate scores on the ASLA were particularly strong from 2015-2017. They fell during the following cohort, before rebounding somewhat from 2018-2020. The most consistently high observation scores were in establishing a classroom environment that promotes fairness and respect. Clearly growth is needed in the area of communicating with students and families about student progress. Taking account of learner differences (as identified on the ASLA) is another area for focused improvement.

[School Library Media 1D](#)

Overview: Candidate competency in assessment of and for student learning is assessed in the Assessment of Learning and Lesson Plan assignments.

Table 1. The Formal and Informal Assessment for Learning assignment

Table 2. Lesson Plans

Data Analysis: The Formal and Informal Assessment for Learning assignment asks candidates to provide evidence of competency in six different types of assessment categories. When the program coordinator inherited the program in the 2016-2017 year, there was no individual assessment assignment for students to show their competency in the six assessment categories. The previous instructor had candidates upload the artifacts from their portfolio assignment. The portfolio at this time was organized by the RIPTS and Standard 9 was the category for assessment. The artifacts they chose for Standard 9 in their portfolio to demonstrate their competency in assessment did not necessarily match the rubric categories on the TaskStream Assessment of Student Learning rubric. The data in Table 1 shows that in the 2017 and 2018 cohort years, candidates were given perfect scores in all categories just for submitting their portfolio evidence into the Assessment of Student Learning assignment.

Data Interpretation: After reflecting on the limitations and inadequacies of this process, in 2019, the instructor created a new assignment that focused on assessment, using the categories in the TaskStream rubric as a guide. Candidates now must show evidence of competency in each of the six assessment categories and submit a separate assignment from the portfolio for it. The data in Table 1 for the 2019 year shows the average score for the assignment out of five. A score of three is competent, so all candidates were above competent in assessment strategies. There is room for improvement however, and revisions to make the assignment expectations more clear and to discuss the assignment during student teaching conferences have been implemented starting with the 2020 cohort.

Table 1 Assessment of Student Learning

	Cohort Years		
Assignment	2017	2018	2019
Assessment of Learning	5.00/5	5.00/5	3.64/5

Data Analysis: As discussed in previous standards, the lesson plan template and rubric underwent changes in all three of the years under review. They all had a category for assessment and are reported individually in Table 2. The 2017 scores are not relevant for this self-study because this rubric was used only one year and it was not effective because it was too general.

Data Interpretation: The biggest takeaway is the difference in scores from 2018 to 2019. Starting in 2019, the instructor had candidates focus more specifically on assessment strategies through readings, class discussions and feedback on weekly activities in LSC 527. One of the difficulties with assessment in the school library field is that most school librarians do not give students grades on report cards so they do not think of assessment in the traditional sense, as part of their job. Through the lesson plan assignment, however, candidates see that school

librarians are classroom teachers who constantly use formative assessment strategies to assess their students' learning during the lesson. They also see how assessing student learning helps inform lesson improvements. With the new meaningful approach to assessment, the quality of student work improved significantly from a 3.25 out of five in 2018 to a 4.75 in 2019. Assessment of and for learning will continue to be a focus of the SLM program. The rubric revised in 2018 is working well and no major changes to measure assessment are planned.

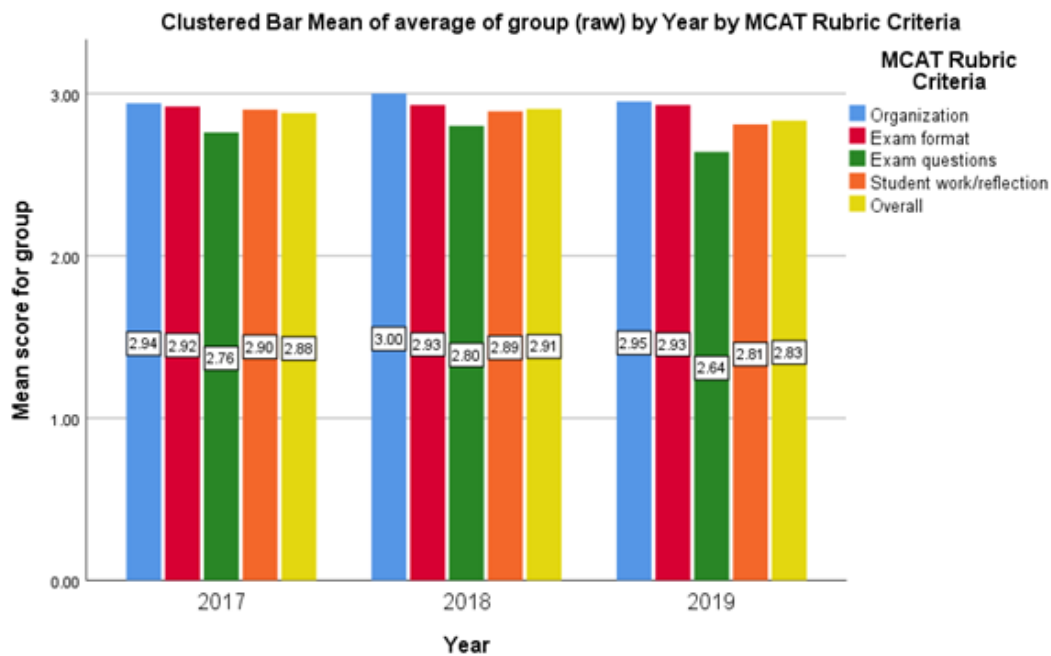
Table 2 Lesson Plans - Average score of Assessment category by cohort year.

Year	Lesson Plan Rubric category	Average score
2017	1.2 Effective and Knowledgeable Teacher RIPTS 5, 6, 8, 9; AAQEP 1c, 1d, 1e; GSLIS CC: Lifelong Learning	2.4 out of 3
2018	10. Assessment Strategies: Evaluation or Assessment strategies varied including both formal and informal measures of goals, objectives or outcomes for learners RIPTS #9, 9.2, 9.4; AAQEP 1d	3.25 out of 5 with a score of 3 meeting "competent" level
2019	7. Assessment Strategies RIPTS 9; AAQEP 1d; AASL 1.1, 1.2	4.75 out of 5 with a score of 3 meeting "competent"

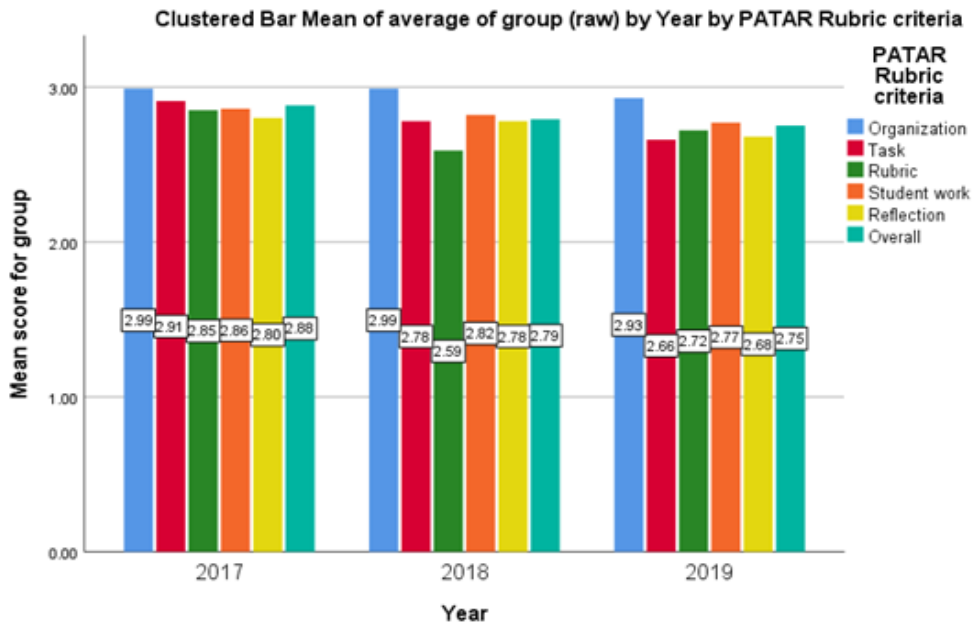
[Secondary Education and World Language 1D](#)

Overview: EDC 371 Educational Measurement is a course where candidates gain knowledge of assessments of and for learning, addressing AAQEP Standards 1d. This is a required course for all secondary education programs. Candidates demonstrate their mastery in making, administering, and evaluating classroom assessments with the two critical assessments: Multiple-choice assessment task (MCAT) and Performance assessment task and rubric (PATAR).

For MCAT, candidates create a multiple-choice test based on the instructional objectives and assessment plan of their choice along with the feedback comments for each alternative. For PATAR, they make an authentic performance assessment task aligned with appropriate content standards and instructional objectives. They also need to design a rubric for more objective grading. For both tasks, candidates administer them to the students in their EDC 331 middle school placement and provide students with a score and written feedback. They also reflect on the effectiveness and fairness of the assessment with diverse students and provide suggestions for improvement. These two summative assessment tasks are included in the TaskStream assessment system. Candidates are required to reach at least the acceptable level (level 2). Most of the students were able to pass the acceptable level at their first try; less than 5% of the students revised and resubmitted their tasks.



Data Analysis: Overall, candidates showed their mastery in MC assessment (average score of 2.88, 2.91, and 2.83 in 2017, 2018, and 2019, respectively). Among the four MCAT rubric criteria, candidates had the lowest scores consistently across years in “Exam questions,” which evaluates the complexity of the items (knowledge vs. thinking), alignment to the content standards, and feedback comments. Often candidates had difficulty in making MC questions at the higher levels of taxonomy.



Data Interpretation: Candidates also showed their mastery in performance assessment (average score of 2.88, 2.79, and 2.75 in 2017, 2018, and 2019, respectively). Unlike MCAT, scores on multiple PATAR rubric criteria did not show consistent patterns across years. Candidates appeared to have more difficulty in making a rubric that differentiates levels of performance with both product and process criteria.

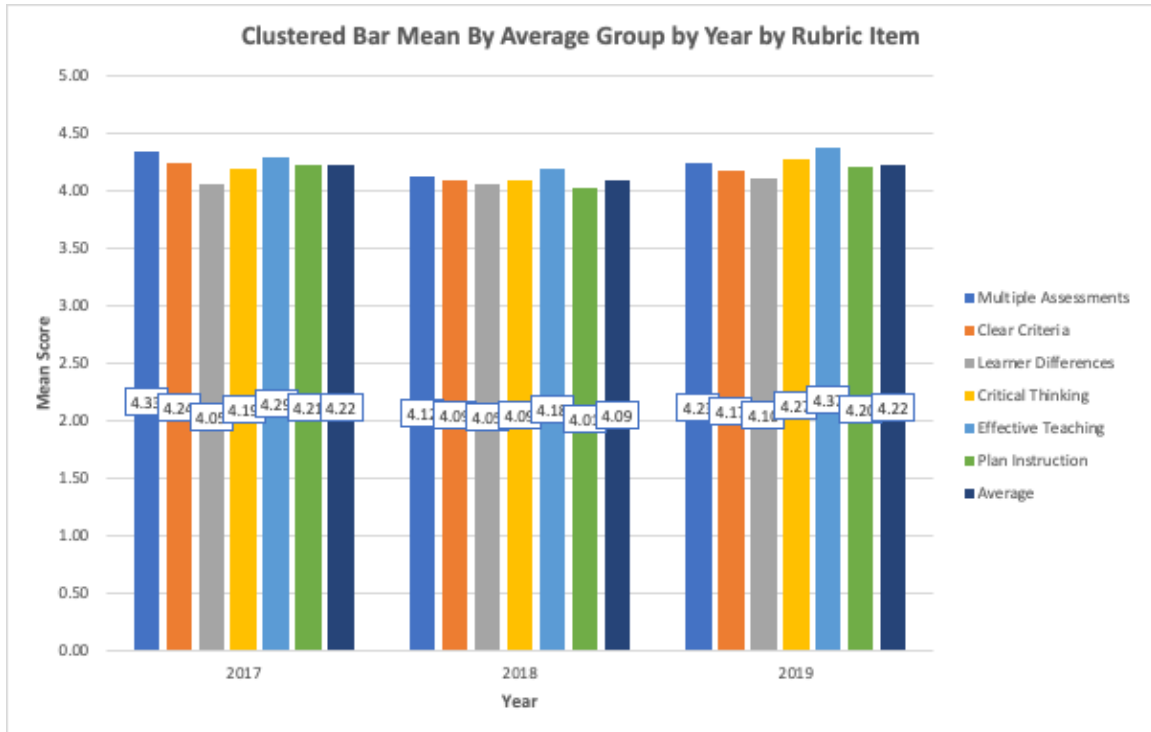
Overview: AAQEP Standard 1d is also addressed during Student Teaching and Student Teaching Seminar, EDC 484 and EDC 485, through the Formal/Informal Assessment for Student Learning (FIASL) assignment. This task requires each candidate to collect assessment data, analyze the data to determine if objectives were met, plan for future lessons, and reflect on what was learned through the process. For this assessment, candidates use their lesson plans, two assessments, and student work samples from a unit taught during their student teaching placement to demonstrate their ability to design, implement, evaluate, and reflect on informal and formal assessments.

For FIASL, candidates are asked to represent a complete planning and assessment cycle to provide evidence of their own capacity for learning from student assessment. These representations include a description of relevant standards, instructional concepts, and objectives on which their assessments are based. They then include and describe a sample informal assessment and formal assessment, and provide examples of work from strong, average, and struggling students as well as their feedback to those students. Candidates are then asked to reflect on these assessments as evidence of students' levels of understanding, and then describe how they should modify their own instruction to address their students' strengths and difficulties. Within the secondary program, candidates usually represent this assignment as an academic paper, with the exception of science, where candidates represent their work as a conference-style poster that they must present to an audience of administrators and science educators during their last seminar meeting.

Candidate submissions for the FIASL assignment are evaluated using criteria from six areas. These include candidates' ability to use a variety of assessment approaches (Multiple Assessments), establish clear criteria for assessing students (Clear Criteria), account for learner differences (Learner Differences), support critical thinking (Critical Thinking) implement effective

instruction (Effective Teaching), and instruction based on evidence of student learning (Plan Instruction). For each category, candidates are evaluated using a rubric ranging from 1 to 5, with 5 representing the highest score.

Data Analysis: Candidates demonstrated their ability to use and learn from assessment on the FIASL (average score of 4.22, 4.09, and 4.22 in 2017, 2018, and 2019, respectively). Performance in each rubric criteria was consistently high across years. Candidates appeared strongest in designing multiple assessments and using assessments to teach effectively (4.23 and 4.2). They had more difficulty in designing assessments that accounted for learner differences (4.06).

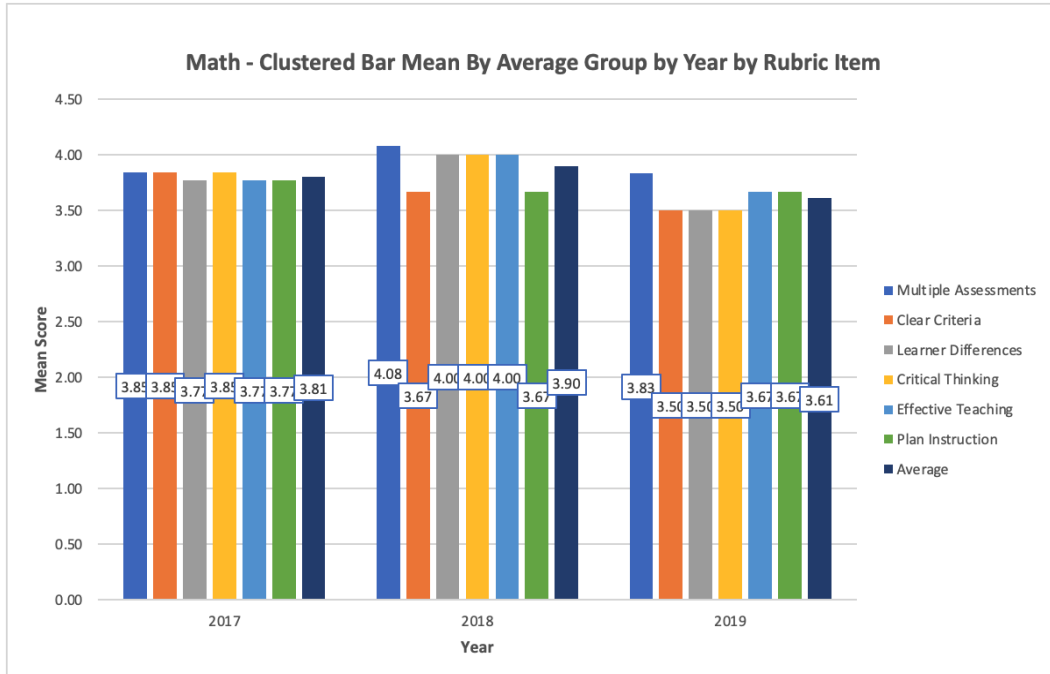


In the following sections, we describe candidate performance on the FIASL within each academic discipline.

Data Interpretation:

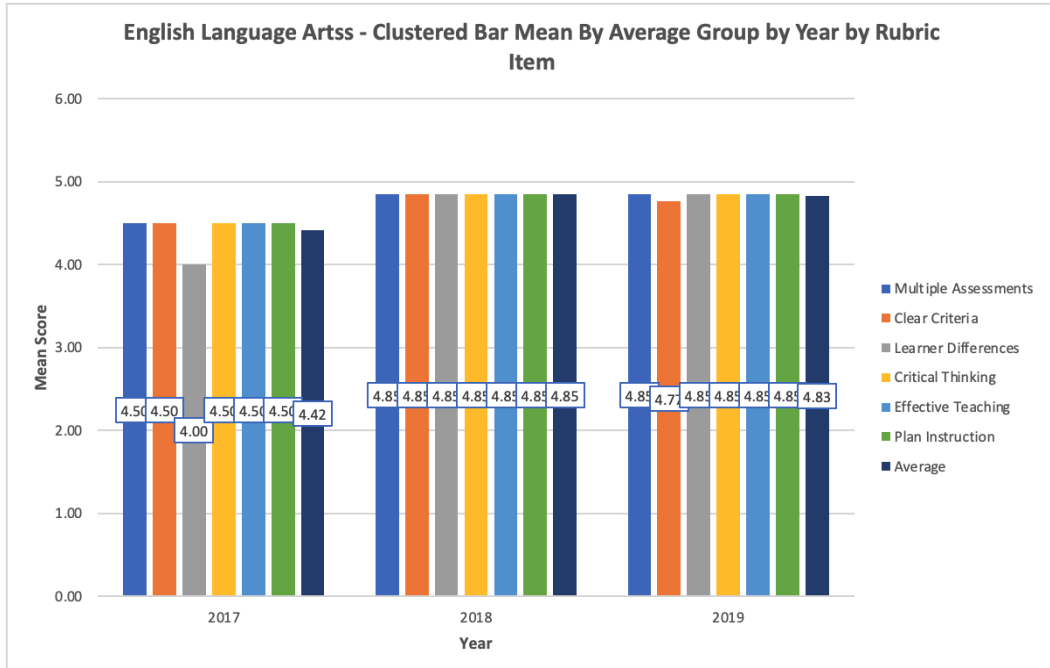
Mathematics

Candidates in mathematics showed their mastery in using and learning from assessment on the FIASL (average score of 3.81, 4.08, and 3.61 in 2017, 2018, and 2019, respectively). Performance in each rubric criteria was acceptable across years. Candidates appeared strongest in designing multiple assessments, as well as using assessments to plan and teach effectively. They had more difficulty establishing clear criteria and designing assessments that accounted for learner differences.



English Language Arts

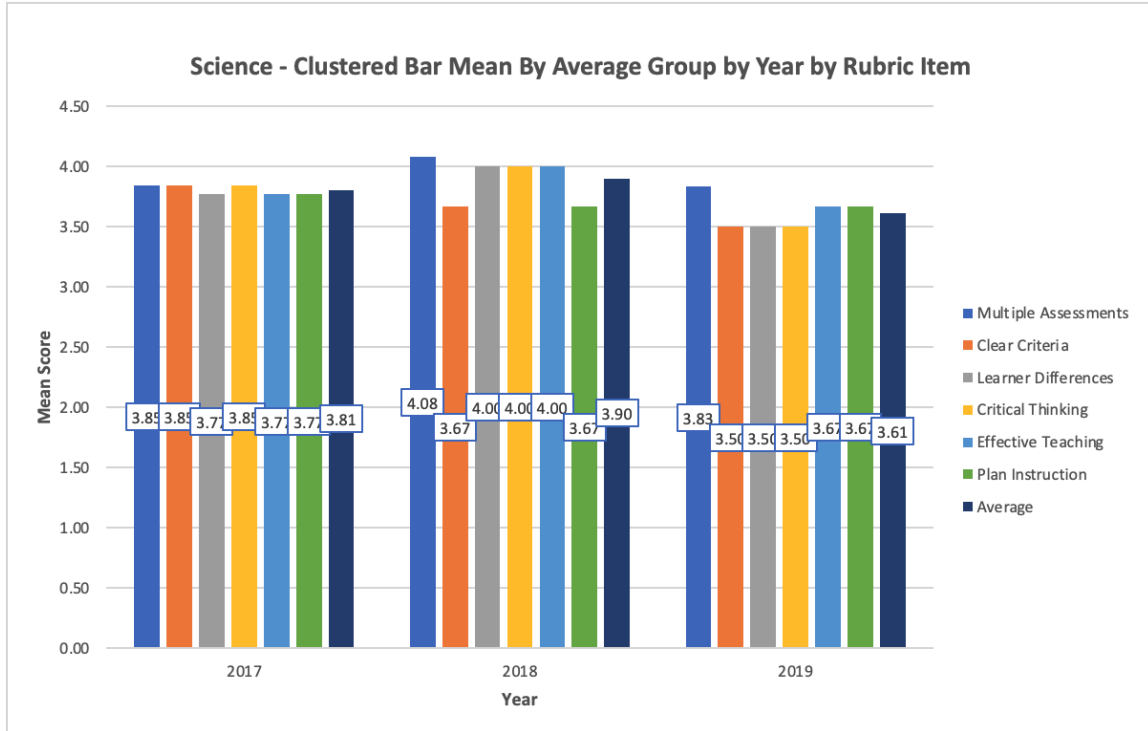
Candidates in English Language Arts showed consistent mastery across the years. Candidates were consistently strong across most of the criteria. They had more difficulty establishing clear criteria and designing assessments that accounted for learner differences. Only designing assessments to meet the needs of different learners presented a challenge for the class of 2017.



Science

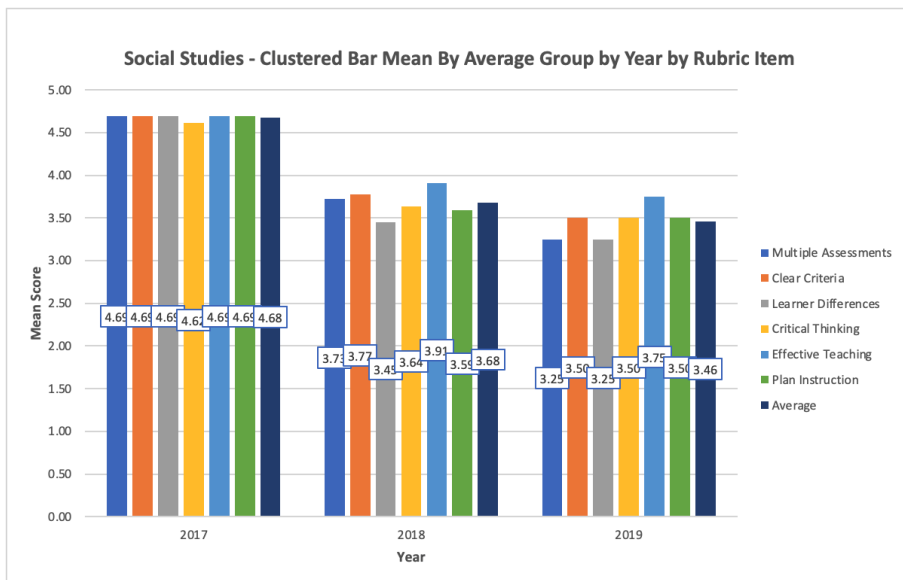
Candidates in science showed their mastery in using and learning from assessment on the FIASL (average score of 3.81, 3.90, and 3.61 in 2017, 2018, and 2019, respectively). Performance in each rubric criteria was acceptable across years. Candidates appeared strongest in designing

multiple assessments and supporting students' critical thinking. They had more difficulty establishing clear criteria.



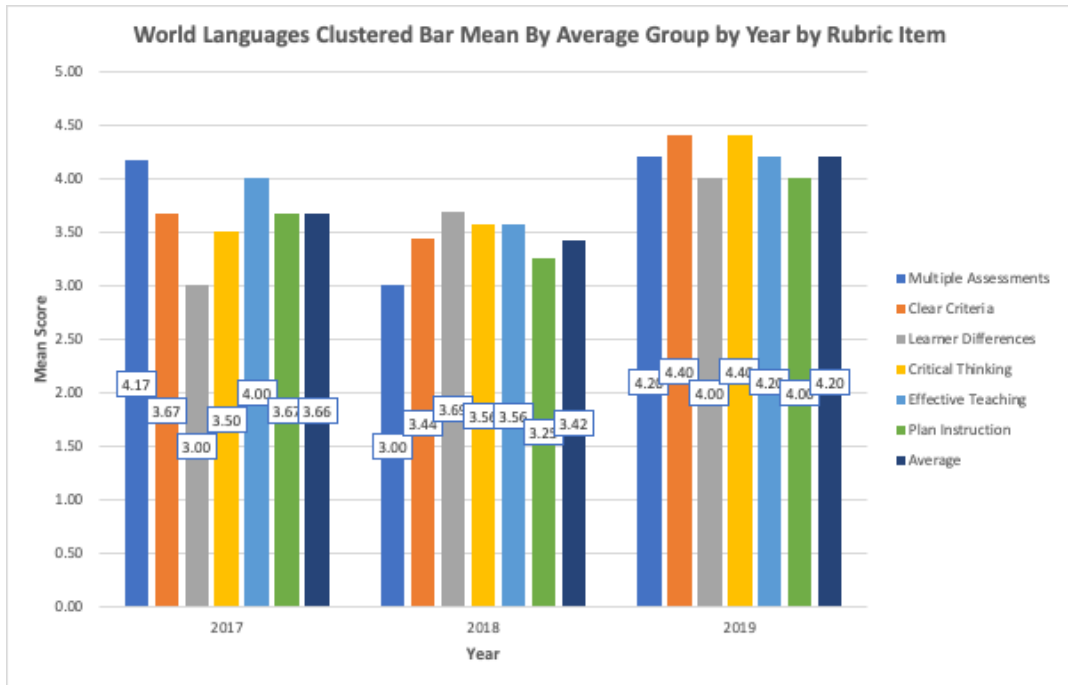
Social Studies

Candidates in social studies showed their mastery in using and learning from assessment on the FIASL (average score of 4.68, 3.68, and 3.46 in 2017, 2018, and 2019, respectively). Performance in each rubric criteria was acceptable across years, though cohort averages decreased after 2017 probably due to the hiring of a new seminar instructor. Candidates appeared strongest in using assessments to teach effectively. They had more difficulty designing assessments that accounted for learner differences.



World Languages

Candidates in World Languages showed their mastery in using and learning from assessment on the FIASL (average score of 3.66, 3.42, and 4.20 in 2017, 2018, and 2019, respectively). Performance in each rubric criteria was acceptable across years, though cohort averages decreased in 2018. During the evaluation period, we see a significant improvement in scores for the year 2018-2019, which could be attributed to the hiring of a new instructor (Sept. 2018). This improvement should be taken with a grain of salt, due to the small size of the World Language cohort that year. Candidates appear strongest in the critical thinking category. Although they had more difficulty in designing assessments that accounted for learner’s differences, their performance in this category continuously improved from 2017 to 2019 averaging 3.0 in 2017, 3.66 in 2018 and 4.0 in 2019.



THE CASE FOR STANDARD ONE: CANDIDATE/COMPLETER PERFORMANCE

STANDARD 1E: Creation and development of positive learning and work environments

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Early Childhood Field Evaluations:

Overview: Candidates Performance in "creation and development of positive learning and work environments were analyzed using EDC 350 and EDC 484. Primary field experience also enhances the ECE candidates' performance in this standard, but candidates' field experience evaluations from EDC 301 and EDC 303 clinical evaluation before 2019 are not available. Thus, for this report, ECD 350 and EDC 484 data were analyzed. As the available assessment data sets are used for 1b, please refer to the descriptions of these two evaluations in Early Childhood 1b.

The learners, learning theory, and applications of learning theory are tracked carefully on TaskStream during the candidate's EDC 350 (Primary School Practicum) and EDC 484 (Supervised Student Teaching) practica that are all accompanied by related three-credit methods courses. Teaching candidates are tracked at the end of these practica by their clinical educators. The two practica named above involve the candidate devoting 36 hours in a weekly public school setting (EDC 350, EDC 484).

Data Analysis: The data reveal that, overall, the ECE teaching candidates are rated by their clinical educators at above standard or well above standard on all items on the RIPTS Final Evaluation that imply Positive Learning and Work Environments (Items 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, and 2.5). The highest areas for candidates on this AAQEP criterion are the following: connecting standards and students' interests with learning goals; planning routines and procedures that support student learning; creating a physical environment that engages students; and establishing a climate that promotes fairness and respect.

Data Interpretation. University supervisors rated candidates higher than clinical educators on three of the seven items, above. The items on which the candidates were rated slightly higher by their university supervisors were: using instructional strategies to respond to diverse needs (item 1.2; 4.78, 4.5, & 4.5 out of 5 points for ST 2017 to 2019); establishing and maintaining standards for student behavior (Item 2.4: 4.61, 4.5, & 4.55 out of 5 points for ST 2017 to 2019), and planning routines and procedures that support student learning (Item 2.5: 4.78, 4.80, & 4.07 out of 5 points for ST 2017 to 2019). Also, in the items addressing Instructional strategies (1.2), promoting social development and group responsibilities and learning goals (2.3), and establishing and maintaining standards for student behavior (2.4), scores from clinical educators declined slightly from 2015 until 2019.

Collaborating even more closely with the clinical educator during supervision visits and setting mutual expectations for candidates' performances in the areas (above), in the semester prior to student teaching, are goals for the upcoming academic year and beyond.

Early Childhood EDC 350 Field Evaluation Data 2017-2019

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
During your interactions with and observations of your teacher candidate, do you believe that his or her general knowledge is adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.46/3	2	0.5

During your interactions with and observations of your teacher candidate, do you believe that she or he can design instruction at a level adequate to begin student teaching that meets the cognitive, social, and personal needs of students and is developmentally appropriate?	2015-2017 Early Childhood Education	18	2.65/3	3	0.49
During your interactions with and observations of your teacher candidate, do you believe that he or she can design instruction at a level adequate to begin student teaching that reflects an understanding of the diversity of learners and how to make appropriate accommodations?	2015-2017 Early Childhood Education	18	2.51/3	2.75	0.5
During your interactions with and observations of your teacher candidate, do you believe that he or she can create instructional opportunities that encourage students' development of critical thinking, problem solving, and performance skills at a level adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.19/3	2	0.51
During your observations of your teacher candidate working with students, do you believe that she or he has the ability, at a level adequate to begin student teaching, to manage the classroom, encourage appropriate behavior and healthy social interactions, and create a learning environment that engages and motivates students?	2015-2017 Early Childhood Education	18	2.31/3	2	0.67
During observations of your teacher candidate's interactions with colleagues and parents, do you believe that he or she is an effective collaborator at a level adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.65/3	3	0.49
During your interactions with and observations of your teacher candidate, do you believe that she or he communicates effectively in the classroom using a variety of strategies at a level adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.37/3	2	0.47
During your interactions with and observations of your teacher candidate, do you believe that he or she has demonstrated the ability to accurately assess student learning at a level adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.28/3	2	0.45
In observing your teacher candidate, does he or she maintain professional standards in interactions with students, colleagues, and parents at a level adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.38/3	2	0.48
Do you recommend this candidate for student teaching? Please leave detailed comments on	2015-2017 Early	18	2.81/3	3	0.39

teacher candidate if recommending "yes with reservations" or "no"	Childhood Education				
During your interactions with and observations of your teacher candidate, do you believe that his or her general knowledge is adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.52/3	2.5	0.48
During your interactions with and observations of your teacher candidate, do you believe that she or he can design instruction at a level adequate to begin student teaching that meets the cognitive, social, and personal needs of students and is developmentally appropriate?	2016-2018 Early Childhood Education	12	2.45/3	2.5	0.47
During your interactions with and observations of your teacher candidate, do you believe that he or she can design instruction at a level adequate to begin student teaching that reflects an understanding of the diversity of learners and how to make appropriate accommodations?	2016-2018 Early Childhood Education	12	2.36/3	2	0.45
During your interactions with and observations of your teacher candidate, do you believe that he or she can create instructional opportunities that encourage students' development of critical thinking, problem solving, and performance skills at a level adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.43/3	2.5	0.65
During your observations of your teacher candidate working with students, do you believe that she or he has the ability, at a level adequate to begin student teaching, to manage the classroom, encourage appropriate behavior and healthy social interactions, and create a learning environment that engages and motivates students?	2016-2018 Early Childhood Education	12	2.61/3	3	0.47
During observations of your teacher candidate's interactions with colleagues and parents, do you believe that he or she is an effective collaborator at a level adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.43/3	2.25	0.48
During your interactions with and observations of your teacher candidate, do you believe that she or he communicates effectively in the classroom using a variety of strategies at a level adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.55/3	2.5	0.47
During your interactions with and observations of your teacher candidate, do you believe that he or she has demonstrated the ability to accurately assess student learning at a level adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.41/3	2	0.49

In observing your teacher candidate, does he or she maintain professional standards in interactions with students, colleagues, and parents at a level adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.36/3	2.5	0.64
Do you recommend this candidate for student teaching? Please leave detailed comments on teacher candidate if recommending "yes with reservations" or "no"	2016-2018 Early Childhood Education	12	2.82/3	3	0.4
During your interactions with and observations of your teacher candidate, do you believe that his or her general knowledge is adequate to begin student teaching?	2017-2019 Early Childhood Education	10	2.65/3	3	0.47
During your interactions with and observations of your teacher candidate, do you believe that she or he can design instruction at a level adequate to begin student teaching that meets the cognitive, social, and personal needs of students and is developmentally appropriate?	2017-2019 Early Childhood Education	10	2.65/3	3	0.47
During your interactions with and observations of your teacher candidate, do you believe that he or she can design instruction at a level adequate to begin student teaching that reflects an understanding of the diversity of learners and how to make appropriate accommodations?	2017-2019 Early Childhood Education	10	2.80/3	3	0.42
During your interactions with and observations of your teacher candidate, do you believe that he or she can create instructional opportunities that encourage students' development of critical thinking, problem solving, and performance skills at a level adequate to begin student teaching?	2017-2019 Early Childhood Education	10	2.35/3	2	0.47
During your observations of your teacher candidate working with students, do you believe that she or he has the ability, at a level adequate to begin student teaching, to manage the classroom, encourage appropriate behavior and healthy social interactions, and create a learning environment that engages and motivates students?	2017-2019 Early Childhood Education	10	2.75/3	3	0.42
During observations of your teacher candidate's interactions with colleagues and parents, do you believe that he or she is an effective collaborator at a level adequate to begin student teaching?	2017-2019 Early Childhood Education	10	2.65/3	3	0.47
During your interactions with and observations of your teacher candidate, do you believe that she or he communicates effectively in the classroom using	2017-2019 Early Childhood Education	10	2.50/3	2.5	0.47

a variety of strategies at a level adequate to begin student teaching?					
During your interactions with and observations of your teacher candidate, do you believe that he or she has demonstrated the ability to accurately assess student learning at a level adequate to begin student teaching?	2017-2019 Early Childhood Education	10	2.33/3	2	0.44
In observing your teacher candidate, does he or she maintain professional standards in interactions with students, colleagues, and parents at a level adequate to begin student teaching?	2017-2019 Early Childhood Education	10	2.70/3	3	0.48
Do you recommend this candidate for student teaching? Please leave detailed comments on teacher candidate if recommending "yes with reservations" or "no"	2017-2019 Early Childhood Education	10	3.00/3	3	0
Average of 30 Criterion Average			2.53/3 84.33%		

Clinical Educator Final Evaluation					
Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
2.1 Creating a physical environment that engages all students	2015-2017 Early Childhood Education	18	4.56/5	5	0.7
2.2 Establishing a climate that promotes fairness and respect	2015-2017 Early Childhood Education	18	4.78/5	5	0.65
2.3 Promoting social development and group responsibility	2015-2017 Early Childhood Education	18	4.56/5	5	0.7
2.4 Establishing and maintaining standards for student behavior	2015-2017 Early Childhood Education	18	4.61/5	5	0.7
2.5 Planning and implementing classroom procedures and routines that support student learning	2015-2017 Early Childhood Education	18	4.72/5	5	0.57
2.1 Creating a physical environment that engages all students	2016-2018 Early Childhood Education	12	4.08/5	4	0.56
2.2 Establishing a climate that promotes fairness and respect	2016-2018 Early Childhood Education	12	4.19/5	4	0.82
2.3 Promoting social development and group responsibility	2016-2018 Early Childhood Education	12	4.31/5	4	0.51
2.4 Establishing and maintaining standards for student behavior	2016-2018 Early Childhood Education	12	4.23/5	4	0.63
2.5 Planning and implementing classroom procedures and routines that support student learning	2016-2018 Early Childhood Education	12	4.50/5	4.63	0.51
2.6 Using instructional time effectively	2016-2018 Early Childhood Education	12	4.00/5	4	0.77

2.1 Creating a physical environment that engages all students	2017-2019 Early Childhood Education	10	4.25/5	4.5	0.86
2.2 Establishing a climate that promotes fairness and respect	2017-2019 Early Childhood Education	10	4.25/5	4.5	0.86
2.3 Promoting social development and group responsibility	2017-2019 Early Childhood Education	10	3.95/5	4	0.76
2.4 Establishing and maintaining standards for student behavior	2017-2019 Early Childhood Education	10	3.93/5	4	1.01
2.5 Planning and implementing classroom procedures and routines that support student learning	2017-2019 Early Childhood Education	10	4.15/5	4	0.75
2.6 Using instructional time effectively	2017-2019 Early Childhood Education	10	3.70/5	4	0.86
Average of 17 Criterion Average			4.28/5 (85.60%)		

University Supervisor Final Evaluation					
Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
2.1 Creating a physical environment that engages all students	2015-2017 Early Childhood Education	18	4.44/5	5	0.7
2.2 Establishing a climate that promotes fairness and respect	2015-2017 Early Childhood Education	18	4.78/5	5	0.55
2.3 Promoting social development and group responsibility	2015-2017 Early Childhood Education	18	4.22/5	4	0.55
2.4 Establishing and maintaining standards for student behavior	2015-2017 Early Childhood Education	18	4.61/5	5	0.7
2.5 Planning and implementing classroom procedures and routines that support student learning	2015-2017 Early Childhood Education	18	4.78/5	5	0.55
2.6 Using instructional time effectively	2015-2017 Early Childhood Education	18	4.56/5	5	0.62
2.1 Creating a physical environment that engages all students	2016-2018 Early Childhood Education	12	4.67/5	5	0.65
2.2 Establishing a climate that promotes fairness and respect	2016-2018 Early Childhood Education	12	4.83/5	5	0.39
2.3 Promoting social development and group responsibility	2016-2018 Early Childhood Education	12	4.08/5	4	0.51
2.4 Establishing and maintaining standards for student behavior	2016-2018 Early Childhood Education	12	4.50/5	4.5	0.52
2.5 Planning and implementing classroom procedures and routines that support student learning	2016-2018 Early Childhood Education	12	4.83/5	5	0.39
2.6 Using instructional time effectively	2016-2018 Early Childhood Education	12	4.33/5	5	0.89

2.1 Creating a physical environment that engages all students	2017-2019 Early Childhood Education	10	4.40/5	4	0.52
2.2 Establishing a climate that promotes fairness and respect	2017-2019 Early Childhood Education	10	4.50/5	5	0.71
2.3 Promoting social development and group responsibility	2017-2019 Early Childhood Education	10	3.80/5	4	0.63
2.4 Establishing and maintaining standards for student behavior	2017-2019 Early Childhood Education	10	4.55/5	5	0.69
2.5 Planning and implementing classroom procedures and routines that support student learning	2017-2019 Early Childhood Education	10	4.70/5	5	0.67
2.6 Using instructional time effectively	2017-2019 Early Childhood Education	10	4.05/5	4	0.76
Average of 18 Criterion Average			4.48/5 (89.60%)		

[Elementary Education 1E](#)

The Clinical Educator Lesson Observations:

Overview: The RIDE Lesson Evaluation consists of an eight criteria rubric on a 4-point scale: Does not meet (1), Approaches the Standard (2), Meets the Standards (3), Target (4). Three of the eight criteria are used to assess candidates’ knowledge, skills and dispositions on creation and development of positive learning and work environments. The criteria assessed are: creating an environment of respect and rapport, managing classroom procedures, and managing student behavior. During the observation, the clinical educator is looking for evidence that the candidates’ interactions with students are friendly and demonstrate general caring and respect, appropriate to ages, cultures, and developmental levels; demonstrate little loss of instructional time; successful management of groups, transitions, and materials with minimal guidance; and prompting needed as student behavior is appropriate and when not, the teacher’s response is consistent, proportionate and respectful, as well as effective. Expected performance is 3 (meets the standard). Candidates are observed using this instrument twice during their student teaching semester by the clinical educator. We chose to use the second evaluation by the clinical educator to examine how candidates perform in this areas for our self-study. We have data for two cohorts: 2016-18 and 2017-19.

Data Analysis: Between the two cohorts, the highest performance on criteria was on creating an environment of respect and rapport. Overall performance was high in all the areas examined for this task. Performance improves over time quite a bit and the median rises from 3 in cohort 2016-2018 to 4 in cohort 2017-2019.

Data Interpretation: This is a strong performance area of our students.

Clinical Educator Classroom Observation 2

Rubric Criteria	DRF Name	Authors evaluated	Average for Group	Median for Group	SD
Creating an Environment of Respect and Rapport	2016-2018_Elementary Education	58	3.20/4	3	0.61
Managing Classroom Procedures	2016-2018_Elementary Education	58	2.96/4	3	0.67
Managing Student Behavior	2016-2018_Elementary Education	58	2.97/4	3	0.63
Creating an Environment of Respect and Rapport	2017-2019 Elementary Education	47	3.68/4	4	0.48
Managing Classroom Procedures	2017-2019 Elementary Education	47	3.49/4	4	0.55
Managing Student Behavior	2017-2019 Elementary Education	47	3.45/4	4	0.65
Average of 6 Criterion Average			3.29/4) 82.25%		

Description of Assessment: University Supervisor Observation 2

Data overview: The RIDE Lesson Evaluation consists of eight criteria rubric on a 4-point scale: Does not meet (1), Approaches the Standard (2), Meets the Standards (3), Target (4). Three of the eight criteria are used to assess candidates, knowledge, skills and dispositions on creation and development of positive learning and work environments. The criteria assessed are:

creating an environment of respect and rapport, managing classroom procedures, and managing student behavior. During the observation the University supervisor is looking for evidence that the candidates interactions with students are friendly and demonstrate general caring and respect, appropriate to ages, cultures, and developmental levels; demonstrate little loss of instructional time; successful management of groups, transitions, and materials with minimal guidance; and prompting needed as student behavior is appropriate and when not, the teacher's response is consistent, proportionate and respectful as well as effective. Expected performance is 3 (meets the standard). Candidates are observed using this instrument three times during their student teaching semester by the University supervisor. We chose to use the second evaluation by the University supervisor to examine how candidates perform in this areas for our self-study. This observation takes place at mid-term. We have data for two cohorts: 2016-18 and 2017-19.

Data Analysis: In both cohorts, the highest performance on criteria was on creating an environment of respect and rapport. Managing student behavior has the lowest performance on criteria in both cohorts. Performance improves over time the median rises from 3 in cohort 2016-2018 to 3.5 to 4 in cohort 2017-2019.

Data Interpretation: This is a strong performance area for our candidates. This assessment occurs at mid-term, unlike the clinical educator's observation that occurs closer to the end of student teaching. In this the findings are not comparable. What is of note is that at mid-term, University supervisors' score candidates higher than clinical educators do at the end of the candidates' experience. This might indicate we need to do more work with clinical educators and University supervisors on understanding the criteria and scoring performance. Also, it would have been interesting to compare both end of semester observations rather than choosing the mid-term observation by the University supervisor. We should look at this data to determine if the University supervisor notes any improvement in candidate performance from mid-term to the end of the semester. We should also determine if we should have expected performance levels with additional observations for those who do not at least meet the standard to assure they have made progress in their learning in assessment of and for student learning.

University Supervisor Final Evaluations

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Creating an Environment of Respect and Rapport	2016-2018_Elementary Education	58	3.38/4	3.13	0.47
Managing Classroom Procedures	2016-2018_Elementary Education	58	3.18/4	3	0.53
Managing Student Behavior	2016-2018_Elementary Education	58	3.31/4	3.13	0.55
Creating an Environment of Respect and Rapport	2017-2019 Elementary Education	47	3.63/4	4	0.57
Managing Classroom Procedures	2017-2019 Elementary Education	47	3.36/4	3.5	0.49
Managing Student Behavior	2017-2019 Elementary Education	47	3.43/4	3.5	0.5
Average of 6 Criterion Average			3.38/4 (84.52%)		

Clinical Educator Final Evaluation

Data overview: The Clinical Educator Final Evaluation is completed at the end of student teaching in the candidates' last semester in the program. It consists of a 29 criteria rubric on a three-point scale: Approaching the Standard (1), Acceptable (2), Target (3). Six of the 29 criteria are used to assess candidates' knowledge, skills and dispositions on creation and development of positive learning and work environments. This same evaluation is used at mid-term so that candidates can have an opportunity to improve over time.

Data Analysis: The median score across all three cohorts is 3. Clinical educators assess candidate performance quite high.

Data Interpretation: This is a high performance area across cohorts and performance on these criteria are quite stable over time. It is quite possible that performance is so high because candidates have feedback on these criteria at mid-term so that they can focus on areas in need of improvement. It would be interesting to see that change over time and we should look at the midterm data in conjunction with the final data to determine areas candidates typically struggle with and how that changes over time.

Clinical Educator Final Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
2.1 Creating a physical environment that engages all students	2015-2017_Elementary Education	52	2.77/3	3	0.39
2.2 Establishing a climate that promotes fairness and respect	2015-2017_Elementary Education	52	2.92/3	3	0.23
2.3 Promoting social development and group responsibility	2015-2017_Elementary Education	52	2.84/3	3	0.29
2.4 Establishing and maintaining standards for student behavior	2015-2017_Elementary Education	52	2.73/3	3	0.45
2.5 Planning and implementing classroom procedures and routines that support student learning	2015-2017_Elementary Education	52	2.83/3	3	0.38
2.6 Using instructional time effectively	2015-2017_Elementary Education	52	2.72/3	3	0.41
2.1 Creating a physical environment that engages all students	2016-2018_Elementary Education	58	2.90/3	3	0.27
2.2 Establishing a climate that promotes fairness and respect	2016-2018_Elementary Education	58	2.93/3	3	0.24
2.3 Promoting social development and group responsibility	2016-2018_Elementary Education	58	2.87/3	3	0.3
2.4 Establishing and maintaining standards for student behavior	2016-2018_Elementary Education	58	2.75/3	3	0.42
2.5 Planning and implementing classroom procedures and routines that support student learning	2016-2018_Elementary Education	58	2.83/3	3	0.35
2.6 Using instructional time effectively	2016-2018_Elementary Education	58	2.83/3	3	0.34
2.1 Creating a physical environment that engages all students	2017-2019 Elementary Education	47	2.91/3	3	0.26

2.2 Establishing a climate that promotes fairness and respect	2017-2019 Elementary Education	47	2.94/3	3	0.22
2.3 Promoting social development and group responsibility	2017-2019 Elementary Education	47	2.88/3	3	0.31
2.4 Establishing and maintaining standards for student behavior	2017-2019 Elementary Education	47	2.87/3	3	0.28
2.5 Planning and implementing classroom procedures and routines that support student learning	2017-2019 Elementary Education	47	2.94/3	3	0.22
2.6 Using instructional time effectively	2017-2019 Elementary Education	47	2.75/3	3	0.38
Average of 18 Criterion Average			2.85/3 (94.84%)		

University Supervisor Final Evaluation

Data Overview: The University Supervisor’s Final Evaluation is completed at the end of student teaching. This is the same evaluation completed by Clinical educators. It consists of 29 criteria rubric on a three-point scale: Approaching the Standard (1), Acceptable (2), Target (3). It consists of 29 criteria rubric on a three point scale: Approaching the Standard (1), Acceptable (2), Target (3). Six of the 29 criteria are used to assess candidates’ knowledge, skills and dispositions on creation and development of positive learning and work environments. This same evaluation is used at mid-term so that candidates can have an opportunity to improve over time.

Data Analysis: The median score across all three cohorts is 3. Clinical educators assess candidate performance quite high on the criteria for creation and development of positive learning and work environments.

Data Interpretation. This is a high performance area across cohorts and performance on these criteria are quite stable over time. It is quite possible that performance is so high because candidates have feedback on these criteria at mid-term so that they can focus on areas in need of improvement. It would be interesting to see that change over time and we should look at the midterm data in conjunction with the final data to determine areas in which candidates typically struggle and how that changes over time.

University Supervisor Final Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
2.1 Creating a physical environment that engages all students	2015-2017_Elementary Education	52	2.80/3	3	0.35
2.2 Establishing a climate that promotes fairness and respect	2015-2017_Elementary Education	52	2.88/3	3	0.27
2.3 Promoting social development and group responsibility	2015-2017_Elementary Education	52	2.76/3	3	0.38
2.4 Establishing and maintaining standards for student behavior	2015-2017_Elementary Education	52	2.74/3	3	0.41
2.5 Planning and implementing classroom procedures and routines that support student learning	2015-2017_Elementary Education	52	2.79/3	3	0.36

2.6 Using instructional time effectively	2015-2017_Elementary Education	52	2.55/3	2.5	0.42
2.1 Creating a physical environment that engages all students	2016-2018_Elementary Education	58	2.86/3	3	0.32
2.2 Establishing a climate that promotes fairness and respect	2016-2018_Elementary Education	58	2.86/3	3	0.32
2.3 Promoting social development and group responsibility	2016-2018_Elementary Education	58	2.78/3	3	0.38
2.4 Establishing and maintaining standards for student behavior	2016-2018_Elementary Education	58	2.79/3	3	0.4
2.5 Planning and implementing classroom procedures and routines that support student learning	2016-2018_Elementary Education	58	2.80/3	3	0.4
2.6 Using instructional time effectively	2016-2018_Elementary Education	58	2.78/3	3	0.36
2.1 Creating a physical environment that engages all students	2017-2019 Elementary Education	47	2.87/3	3	0.3
2.2 Establishing a climate that promotes fairness and respect	2017-2019 Elementary Education	47	2.94/3	3	0.25
2.3 Promoting social development and group responsibility	2017-2019 Elementary Education	47	2.88/3	3	0.3
2.4 Establishing and maintaining standards for student behavior	2017-2019 Elementary Education	47	2.89/3	3	0.29
2.5 Planning and implementing classroom procedures and routines that support student learning	2017-2019 Elementary Education	47	2.88/3	3	0.29
2.6 Using instructional time effectively	2017-2019 Elementary Education	47	2.85/3	3	0.26
Average of 18 Criterion Average			2.82/3 (93.88%)		

Health and Physical Education 1E

Overview: HPE candidates' "creation and development of positive learning and work environments" was justified and demonstrated by using unit plan activity from EDC 300, EDC 314, EDC 307, research presentation and IEP reports from EDC 410 and EDC 440, student teaching final evaluations from EDC 486 and EDC 487. More detailed information is provided as follows.

Unit Plan Activity:

Overview: EDC 300 and EDC 314 are the physical education pedagogical courses whereas EDC 307 is the health pedagogical course. Those courses are structured to prepare students to teach elementary physical education at elementary school and health education at K-12. Unit plan is used to assess students' implementation of learning knowledge in planning of initial ideas for learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction. This unit plan assessment asks candidates to develop an instructional unit that provides them with an opportunity to demonstrate their ability to do long term instructional planning for a group of students.

Data Analysis: Unit plan activity was evaluated in both EDC300 and EDC314 using NASPE rubric which address the following criteria in relation to learning environment #4) Fair and equitable, #5) Differentiate Instructions/Modification, #8) Communication skills, #10) Personal and Social behavior implement strategies. For EDC 300, the average scores in those aspects to facilitate positive learning environment were 2.86/3 for #4, 2.57/3 for #5, 2.93/3 for #8, 2.79/3 for #10 respectively in 2016 (N=15), The average scores in those aspects to facilitate a positive learning environment are 2.94/3 for #4, 2.81/3 for #5, 2.93/3 for #8, and 3/3 for #10 respectively, in 2017 (N=16), The average scores in those aspects to facilitate a positive learning environment are 3/3 for #4, 2.56/3 for #5, 2.89/3 for #8, 2.78/3 for #10 respectively, in 2018 (N=16), For EDC 314, the average scores for those aspects (#4, #5, #8 and #10) are 3/3 in 2016, and 3/3, 2.74/3, 2.79/3, and 2.95/3 respectively, in 2017; and 2.90/3, 2.80/3, 2.80/3, and 2.90/3 respectively, in 2018. For EDC 307, unit plan activity was evaluated by the AHEE rubric, in which one element addresses learning environment #8) inclusion instruction. The maximum score for this particular element is 3. The average score for this element was 2.83 in 2016, 2.88 in 2017, and 3 in 2018.

Data Interpretation: Based on the results from the unit plan activity, course instructors demonstrated that HPE candidates provided content-specific examples of creation and development of positive learning environment practices in all method courses. All candidates meet the minimum standard which is expected for an entry-level health and physical educator. A positive trend has been observed in certain aspects in EDC 300, EDC 314 (e.g., fair & equitable), and EDC 307, which showed the consistent improvement and sustainability among our HPE candidates from 2016 to 2018 in their performance to create and develop a positive learning and work environment.

Health and Physical Education EDC 300 Elementary NASPE Unit Plan Data

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Fair & equitable: Plans for and manages resources to provide active, fair, and equitable learning experiences.	2016-2018_ All Grades Health and Physical Education K-12	15	2.86/3	3	0.36

Differentiate Instructions /Modifications: Plan and adapt instruction to diverse student needs, adding specific accommodations for student exceptionalities	2016-2018_ All Grades Health and Physical Education K-12	15	2.57/3	3	0.51
Communication skills: Demonstrates effective verbal and non-verbal communication pedagogy skills to account for a variety of learning styles; selects instructional strategies based on content, student needs, safety; facilitates learning; infuses technology as appropriate into teaching	2016-2018_ All Grades Health and Physical Education K-12	15	2.93/3	3	0.27
Personal & Social behavior Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	2016-2018_ All Grades Health and Physical Education K-12	15	2.79/3	3	0.43
Fair & equitable: Plans for and manages resources to provide active, fair, and equitable learning experiences.	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.25
Differentiate Instructions /Modifications: Plan and adapt instruction to diverse student needs, adding specific accommodations for student exceptionalities	2017 -2019 All Grades Health and Physical Education K-12	16	2.81/3	3	0.4
Communication skills: Demonstrates effective verbal and non-verbal communication pedagogy skills to account for a variety of learning styles; selects instructional strategies based on content, student needs, safety; facilitates learning; infuses technology as appropriate into teaching	2017 -2019 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Personal & Social behavior Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	2017 -2019 All Grades Health and Physical Education K-12	16	2.88/3	3	0.34
Fair & equitable: Plans for and manages resources to provide active, fair, and equitable learning experiences.	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0

Differentiate Instructions /Modifications: Plan and adapt instruction to diverse student needs, adding specific accommodations for student exceptionalities	2018-2020 All Grades Health and Physical Education K-12	16	2.56/3	3	0.53
Communication skills: Demonstrates effective verbal and non-verbal communication pedagogy skills to account for a variety of learning styles; selects instructional strategies based on content, student needs, safety; facilitates learning; infuses technology as appropriate into teaching	2018-2020 All Grades Health and Physical Education K-12	16	2.89/3	3	0.33
Personal & Social behavior Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	2018-2020 All Grades Health and Physical Education K-12	16	2.78/3	3	0.44
Average of 12 Criterion Average			2.83/3 94.42%		

Health and Physical Education EDC 314 Secondary NASPE Unit Plan

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Fair & equitable: Plans for and manages resources to provide active, fair, and equitable learning experiences.	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Differentiate Instructions /Modifications: Plan and adapt instruction to diverse student needs, adding specific accommodations for student exceptionalities	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Communication skills: Demonstrates effective verbal and non-verbal communication pedagogy skills to account for a variety of learning styles; selects instructional strategies based on content, student needs, safety; facilitates learning; infuses technology as appropriate into teaching	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Personal & Social behavior Implement strategies to help students demonstrate	2016-2018_All Grades Health and	15	3.00/3	3	0

responsible personal and social behaviors in a productive learning environment.	Physical Education K-12				
Fair & equitable: Plans for and manages resources to provide active, fair, and equitable learning experiences.	2017 -2019 All Grades Health and Physical Education K-12	16	2.84/3	3	0.37
Differentiate Instructions /Modifications: Plan and adapt instruction to diverse student needs, adding specific accommodations for student exceptionalities	2017 -2019 All Grades Health and Physical Education K-12	16	2.74/3	3	0.45
Communication skills: Demonstrates effective verbal and non-verbal communication pedagogy skills to account for a variety of learning styles; selects instructional strategies based on content, student needs, safety; facilitates learning; infuses technology as appropriate into teaching	2017 -2019 All Grades Health and Physical Education K-12	16	2.79/3	3	0.42
Personal & Social behavior Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	2017 -2019 All Grades Health and Physical Education K-12	16	2.95/3	3	0.23
Fair & equitable: Plans for and manages resources to provide active, fair, and equitable learning experiences.	2018-2020 All Grades Health and Physical Education K-12	16	2.90/3	3	0.32
Differentiate Instructions /Modifications: Plan and adapt instruction to diverse student needs, adding specific accommodations for student exceptionalities	2018-2020 All Grades Health and Physical Education K-12	16	2.80/3	3	0.42
Communication skills: Demonstrates effective verbal and non-verbal communication pedagogy skills to account for a variety of learning styles; selects instructional strategies based on content, student needs, safety; facilitates learning; infuses technology as appropriate into teaching	2018-2020 All Grades Health and Physical Education K-12	16	2.80/3	3	0.42
Personal & Social behavior Implement strategies to help students demonstrate responsible personal and social	2018-2020 All Grades Health and Physical Education K-12	16	2.90/3	3	0.32

behaviors in a productive learning environment.	Physical Education K-12				
Average of 12 Criterion Average			2.89/3 96.43%		

Research Presentation in Adapted Physical Education:

Overview: In EDC 410, Adapted Physical Education, class sessions are geared toward small groups investigating and discussing research projects completed in the area of adapted physical education. Candidates are assigned a group during the first week of class. The assignment is graded both individually and in a group. The candidates' responsibilities are to review and report on an assigned research study based on their group number. The purpose is to take information that is important to teachers working with children with disabilities and share it with their classmates. Groups must present information using PowerPoint and provide a minimum one--page handout summarizing the study to the class. Candidates must be present the day of their assignment in order to get credit. Presentations are 20-25 min. in length.

Data Analysis: Three years of data (2016-2018) was collected from EDC 410. There were 15 students from 2016, 16 students from 2017 and 16 students from 2018. In terms of the rubric, the mean scores ranged from 70-100% in 2016, 39-98% in 2017 and 33-100% 2018. Score consistency is observed among candidates from year to year.

Data Interpretation: Assessment of candidates' research presentations in EDC 410 provided evidence of meeting standard 1e. Twelve rubric elements were used for this justification. According to the data analysis results from 2016 and 2018, the average of all of the scores in the group was 91%, proving to be well above the standard.

HPE 410 Research in APE

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Individual Grade: Historical, Philosophical, and Social Perspectives of Physical Education	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Individual Grade: Physiological and Biomechanical Concepts	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Individual Grade: Motor Learning and Psychological/Behavior Theory	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Individual Grade: Motor Development Theory	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Group Grade: Discussion	2016-2018_All Grades Health and Physical Education K-12	15	2.40/3	3	1.26
Group Grade: Dispositions	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0

Group Grade: Presentation materials	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Individual Grade: Historical, Philosophical, and Social Perspectives of Physical Education	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.25
Individual Grade: Physiological and Biomechanical Concepts	2017 -2019 All Grades Health and Physical Education K-12	16	2.88/3	3	0.34
Individual Grade: Motor Learning and Psychological/Behavior Theory	2017 -2019 All Grades Health and Physical Education K-12	16	2.88/3	3	0.34
Individual Grade: Motor Development Theory	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.25
Group Grade: Discussion	2017 -2019 All Grades Health and Physical Education K-12	16	1.19/3	0.5	1.38
Group Grade: Dispositions	2017 -2019 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Group Grade: Presentation materials	2017 -2019 All Grades Health and Physical Education K-12	16	2.94/3	3	0.25
Individual Grade: Historical, Philosophical, and Social Perspectives of Physical Education	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Individual Grade: Physiological and Biomechanical Concepts	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Individual Grade: Motor Learning and Psychological/Behavior Theory	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Individual Grade: Motor Development Theory	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Group Grade: Discussion	2018-2020 All Grades Health and Physical Education K-12	16	1.00/3	1	0
Group Grade: Dispositions	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Group Grade: Presentation materials	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Average of 21 Criterion Average			2.77/3 (92.30%)		

Individualized Education Program Assignment:

Overview: Also in EDC 410, Adapted Physical Education, candidates complete an IEP Report Assignment. Candidates are assigned to complete an IEP report on a designated child with a disability. Candidates are assigned one child with a disability to work with for the entire semester and they meet for an hour each week with that child. Candidates must demonstrate that they are reflective, articulate, intelligent physical educators who know how to implement appropriate assessments, set realistic and appropriate IEP goals and implement effective teaching methods to work on the assigned objectives each week. Once the report is complete, the candidates will meet with the child's parents to review the IEP and the results of working on the goals each week. The child's parents and course instructor will provide feedback on the IEP. Candidates are required to use professional literature and assessments to support the objectives and statements used in their IEP, and not just their opinion. The assignment is included in both the EDC 410: Adapted Physical Education (fall semester only) and the EDC 440: Adapted Aquatics (spring semester only) courses.

Data Analysis: Three years of data (2016-2018) was collected from EDC 410. There were 15 students from 2016, 16 students from 2017 and 16 students from 2018. In terms of the rubric, the mean scores ranged from 20-100% in 2016, 65-98% in 2017 and 29-100% 2018. Score consistency is observed among candidates from year to year.

Data Interpretation: Assessment of candidates' research presentations in EDC 410 provided evidence of meeting standard 1E. Ten rubric elements were used for this justification. According to the data analysis results from 2016 and 2018, the average of all of the scores in the group was 87%, proving to be well above the standard.

HPE 410 IEP Assessment

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Factors for IEP Team Consideration	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Present Level of Educational Performance	2016-2018_All Grades Health and Physical Education K-12	15	2.90/3	3	0.32
Measurable Learning/ Educational Objectives	2016-2018_All Grades Health and Physical Education K-12	15	3.00/3	3	0
Accommodation/ Modifications	2016-2018_All Grades Health and Physical Education K-12	15	2.90/3	3	0.32
Services/ LRE-Placement	2016-2018_All Grades Health and Physical Education K-12	15	2.90/3	3	0.32
Assessment	2016-2018_All Grades Health and Physical Education K-12	15	2.60/3	3	0.97
Future Goals/ Expectations	2016-2018_All Grades Health and Physical Education K-12	15	2.90/3	3	0.32

Factors for IEP Team Consideration	2017 -2019 All Grades Health and Physical Education K-12	16	2.88/3	3	0.33
Present Level of Educational Performance	2017 -2019 All Grades Health and Physical Education K-12	16	2.35/3	3	1
Measurable Learning/ Educational Objectives	2017 -2019 All Grades Health and Physical Education K-12	16	2.06/3	2	1.14
Accommodation/ Modifications	2017 -2019 All Grades Health and Physical Education K-12	16	2.41/3	3	1.06
Services/ LRE-Placement	2017 -2019 All Grades Health and Physical Education K-12	16	2.53/3	3	0.87
Assessment	2017 -2019 All Grades Health and Physical Education K-12	16	2.18/3	3	1.24
Future Goals/ Expectations	2017 -2019 All Grades Health and Physical Education K-12	16	2.65/3	3	0.79
Factors for IEP Team Consideration	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Present Level of Educational Performance	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Measurable Learning/ Educational Objectives	2018-2020 All Grades Health and Physical Education K-12	16	2.29/3	3	0.95
Accommodation/ Modifications	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Services/ LRE-Placement	2018-2020 All Grades Health and Physical Education K-12	16	2.86/3	3	0.38
Assessment	2018-2020 All Grades Health and Physical Education K-12	16	2.71/3	3	0.76
Future Goals/ Expectations	2018-2020 All Grades Health and Physical Education K-12	16	3.00/3	3	0
Average of 21 Criterion Average			2.72/3 90.66%		

EDC 486 and EDC 487 Final Student Teaching Evaluations:

Overview: The Student Teaching level in the Elementary and Secondary Student Teaching Practicums (EDC 486, EDC 487) occurs in the final semester of the program. A minimum of 5 weeks of student teaching is exclusively in a health education setting. Five elements from the final evaluations from clinical educators and University field supervisors provided evidence to address "Creation and Development of Positive Learning and Work Environments". More specifically, those are 2.1) creating a physical environment that engages all students, 2.2)

establishing a climate that promotes fairness and respect, 2.3) promoting social development and group responsibility, 2.4) establishing and maintaining standards for student behavior, 2.5) planning and implementing classroom procedures and routines that support student learning, 2.6) using instructional time effectively.

Data Analysis: At the elementary level, the results from clinical educators' evaluation showed that the average scores for those elements varied from 3.88/5 to 4.5/5 in 2016, with slightly lower average scores in 2.4 and 2.6. The average scores for those elements (2.1-2.6) ranged from 4.12/5 to 4.48/5 in 2017, and from 4.47/5 to 4.68/5 in 2018. The results from University field supervisors showed that the average scores for those elements ranged from 4.12/5 to 4.49/5 in 2016, 4.43/5 to 4.85/5 in 2017, 4.53/5 to 4.83/5 in 2018. A similar pattern was observed at the secondary level.

Data Interpretation: The results from both clinical educator and University field supervisors' evaluations revealed HPE candidates' strength in this particular aspect. All candidates meet the minimum standard, which is expected for an entry-level health and physical educator. It is also worth noting the steady improvement and/or sustainable performance in those specified elements, especially at the elementary level.

In addition, the URI HPE program requires three practicum experiences with a total of 30 hours each. Also, each of the three required APE courses that our students take for the APE program extension require a lab in which the candidates are paired with a child with a disability for the entire semester. Each APE course lab is a total of 15 hours. Candidates spend a substantial amount of time in schools and in lab settings working with students and supervisors in each. Both practica and APE courses require candidates to establish good working relationships with clinical educators and positive work environments.

Clinical Educator Final Student Teaching Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
2.1 Creating a physical environment that engages all students	2016-2018_All Grades Health and Physical Education K-12	17	4.50/5	4.75	0.55
2.2 Establishing a climate that promotes fairness and respect	2016-2018_All Grades Health and Physical Education K-12	17	4.44/5	5	0.89
2.3 Promoting social development and group responsibility	2016-2018_All Grades Health and Physical Education K-12	17	4.11/5	4	0.81
2.4 Establishing and maintaining standards for student behavior	2016-2018_All Grades Health and Physical Education K-12	17	3.88/5	4	1.02
2.5 Planning and implementing classroom procedures and routines that support student learning	2016-2018_All Grades Health and Physical Education K-12	17	4.50/5	5	0.73
2.6 Using instructional time effectively	2016-2018_All Grades Health and Physical Education K-12	17	3.95/5	4	0.74
2.1 Creating a physical environment that engages all students	2017 -2019 All Grades Health and Physical Education K-12	15	4.48/5	5	0.75

2.2 Establishing a climate that promotes fairness and respect	2017 -2019 All Grades Health and Physical Education K-12	15	4.40/5	5	0.95
2.3 Promoting social development and group responsibility	2017 -2019 All Grades Health and Physical Education K-12	15	4.12/5	4	0.84
2.4 Establishing and maintaining standards for student behavior	2017 -2019 All Grades Health and Physical Education K-12	15	4.15/5	4	0.82
2.5 Planning and implementing classroom procedures and routines that support student learning	2017 -2019 All Grades Health and Physical Education K-12	15	4.12/5	4	0.84
2.6 Using instructional time effectively	2017 -2019 All Grades Health and Physical Education K-12	15	4.13/5	4	0.99
2.1 Creating a physical environment that engages all students	2018-2020 All Grades Health and Physical Education K-12	19	4.68/5	5	0.48
2.2 Establishing a climate that promotes fairness and respect	2018-2020 All Grades Health and Physical Education K-12	19	4.68/5	5	0.67
2.3 Promoting social development and group responsibility	2018-2020 All Grades Health and Physical Education K-12	19	4.58/5	5	0.69
2.4 Establishing and maintaining standards for student behavior	2018-2020 All Grades Health and Physical Education K-12	19	4.45/5	5	0.76
2.5 Planning and implementing classroom procedures and routines that support student learning	2018-2020 All Grades Health and Physical Education K-12	19	4.47/5	5	0.68
2.6 Using instructional time effectively	2018-2020 All Grades Health and Physical Education K-12	19	4.53/5	5	0.75
Average of 18 Criterion Average			4.34/5 86.86%		

University Supervisor Final Student Teaching Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
2.1 Creating a physical environment that engages all students	2016-2018_Physical Education K-12	17	4.49/5	5	0.93
2.2 Establishing a climate that promotes fairness and respect	2016-2018_Physical Education K-12	17	4.37/5	5	1.01
2.3 Promoting social development and group responsibility	2016-2018_Physical Education K-12	17	4.12/5	4.5	0.6
2.4 Establishing and maintaining standards for student behavior	2016-2018_Physical Education K-12	17	4.18/5	4.5	1.01
2.5 Planning and implementing classroom procedures and routines that support student learning	2016-2018_Physical Education K-12	17	4.15/5	4	0.77

2.6 Using instructional time effectively	2016-2018_Physical Education K-12	17	4.12/5	4.5	1.05
2.1 Creating a physical environment that engages all students	2017 -2019 All Grades Health and Physical Education K-12	15	4.75/5	5	0.56
2.2 Establishing a climate that promotes fairness and respect	2017 -2019 All Grades Health and Physical Education K-12	15	4.85/5	5	0.4
2.3 Promoting social development and group responsibility	2017 -2019 All Grades Health and Physical Education K-12	15	4.43/5	4.5	0.5
2.4 Establishing and maintaining standards for student behavior	2017 -2019 All Grades Health and Physical Education K-12	15	4.60/5	5	0.6
2.5 Planning and implementing classroom procedures and routines that support student learning	2017 -2019 All Grades Health and Physical Education K-12	15	4.52/5	4.5	0.54
2.6 Using instructional time effectively	2017 -2019 All Grades Health and Physical Education K-12	15	4.58/5	4.75	0.52
2.1 Creating a physical environment that engages all students	2018-2020 All Grades Health and Physical Education K-12	19	4.80/5	5	0.4
2.2 Establishing a climate that promotes fairness and respect	2018-2020 All Grades Health and Physical Education K-12	19	4.83/5	5	0.35
2.3 Promoting social development and group responsibility	2018-2020 All Grades Health and Physical Education K-12	19	4.63/5	4.75	0.41
2.4 Establishing and maintaining standards for student behavior	2018-2020 All Grades Health and Physical Education K-12	19	4.66/5	5	0.6
2.5 Planning and implementing classroom procedures and routines that support student learning	2018-2020 All Grades Health and Physical Education K-12	19	4.66/5	5	0.48
2.6 Using instructional time effectively	2018-2020 All Grades Health and Physical Education K-12	19	4.53/5	4.75	0.58
Average of 18 Criterion Average			4.51/5		90.28%

[Music Education 1E](#)

Clinical Observations and Final Student Teaching Evaluations:

Overview: Student teachers demonstrate their understanding creating and developing positive environments over the course of eight weeks at an elementary setting and eight weeks at a secondary setting. Candidates are assessed by their clinical educators and field supervisors through classroom observations and a summative final evaluation. The summative final evaluation is an extensive assessment of all aspects of student teaching. Each Likert scale item on the evaluation represents each student teacher’s abilities on a scale of 1 (little evidence) to 5 (well above standard).

Data Analysis: Data from classroom observations by clinical educators and University supervisors was collected from 2015-2017, 2017-2019 and 2018-2020 cohorts. The data reveals proficient mean scores with a median score of 3 on five-point scale in the environment and classroom management category from the clinical educator. This suggests an area of improvement. The number of students is quite low and it would be suspect to draw any generalizable conclusions.

Interpretation of Data: Data show mean scores at proficient and above. While scores dipped from 2017-2019, they rebounded in the most recent data sets, from 2018-2020. Candidates were generally scored highly in the category of building a climate of fairness and respect, and this has been one of the strengths of the program. It is also noteworthy that the University supervisors tended to score significantly higher than the clinical educators. The average across the 18 criteria was 3.58 for the educator and 3.91 for the supervisor. We identified further work on norming evaluators as an area for improvement as well as perhaps examining training for the use of instructional time.

Clinical Educator Classroom Observation 2

Rubric Criteria	DRF Name	Authors evaluated	Average for Group	Median for Group	SD
4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.	2015-2017_Music Education K-12	9	3.56/5	3	0.73

4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.	2017-2019 Music Education K-12	13	3.29/5	3	0.87
4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.	2018-2020 Music Education K-12	15	3.43/5	3	0.73
Average of 3 Criterion Average			3.43/5 (68.52%)		

Clinical Educator Final Evaluation of Student Teaching

Rubric Criteria	DRF Name	Authors evaluated	Average for Group	Median for Group	SD
2.1 Creating a physical environment that engages all students	2015-2017_Music Education K-12	9	3.00/5	3	0.87
2.2 Establishing a climate that promotes fairness and respect	2015-2017_Music Education K-12	9	4.22/5	4	0.67
2.3 Promoting social development and group responsibility	2015-2017_Music Education K-12	9	3.33/5	3	0.71
2.4 Establishing and maintaining standards for student behavior	2015-2017_Music Education K-12	9	3.78/5	4	0.67
2.5 Planning and implementing classroom procedures and routines that support student learning	2015-2017_Music Education K-12	9	3.67/5	4	0.71
2.6 Using instructional time effectively	2015-2017_Music Education K-12	9	3.39/5	3	0.7
2.1 Creating a physical environment that engages all students	2017-2019 Music Education K-12	13	3.38/5	3	0.65
2.2 Establishing a climate that promotes fairness and respect	2017-2019 Music Education K-12	13	3.54/5	4	0.52
2.3 Promoting social development and group responsibility	2017-2019 Music Education K-12	13	3.46/5	3	0.66
2.4 Establishing and maintaining standards for student behavior	2017-2019 Music Education K-12	13	3.29/5	3	0.76

2.5 Planning and implementing classroom procedures and routines that support student learning	2017-2019 Music Education K-12	13	3.50/5	3	0.71
2.6 Using instructional time effectively	2017-2019 Music Education K-12	13	3.31/5	3	0.95
2.1 Creating a physical environment that engages all students	2018-2020 Music Education K-12	14	3.79/5	4	0.58
2.2 Establishing a climate that promotes fairness and respect	2018-2020 Music Education K-12	14	4.21/5	4	0.47
2.3 Promoting social development and group responsibility	2018-2020 Music Education K-12	14	3.55/5	3.38	0.64
2.4 Establishing and maintaining standards for student behavior	2018-2020 Music Education K-12	14	3.55/5	3	0.75
2.5 Planning and implementing classroom procedures and routines that support student learning	2018-2020 Music Education K-12	14	3.64/5	3.75	0.6
2.6 Using instructional time effectively	2018-2020 Music Education K-12	14	3.73/5	3.88	0.7
Average of 18 Criterion Average			3.58/5 71.50%		

University Supervisor Final Evaluation

Rubric Criteria	DRF Name	Authors evaluated	Average for Group	Median for Group	SD
2.1 Creating a physical environment that engages all students	2015-2017_Music Education K-12	9	4.17/5	4	0.71
2.2 Establishing a climate that promotes fairness and respect	2015-2017_Music Education K-12	9	4.56/5	4.5	0.46
2.3 Promoting social development and group responsibility	2015-2017_Music Education K-12	9	4.00/5	4	0.43
2.4 Establishing and maintaining standards for student behavior	2015-2017_Music Education K-12	9	3.94/5	4	0.53
2.5 Planning and implementing classroom procedures and routines that support student learning	2015-2017_Music Education K-12	9	4.22/5	4	0.62
2.6 Using instructional time effectively	2015-2017_Music Education K-12	9	4.00/5	4	0.75
2.1 Creating a physical environment that engages all students	2017-2019 Music Education K-12	13	3.77/5	4	0.44
2.2 Establishing a climate that promotes fairness and respect	2017-2019 Music Education K-12	13	3.69/5	4	0.63
2.3 Promoting social development and group responsibility	2017-2019 Music Education K-12	13	3.54/5	4	0.52
2.4 Establishing and maintaining standards for student behavior	2017-2019 Music Education K-12	13	3.77/5	4	0.93

2.5 Planning and implementing classroom procedures and routines that support student learning	2017-2019 Music Education K-12	13	3.69/5	4	0.63
2.6 Using instructional time effectively	2017-2019 Music Education K-12	13	3.46/5	3	0.78
2.1 Creating a physical environment that engages all students	2018-2020 Music Education K-12	15	3.97/5	4	0.13
2.2 Establishing a climate that promotes fairness and respect	2018-2020 Music Education K-12	15	4.00/5	4	0.38
2.3 Promoting social development and group responsibility	2018-2020 Music Education K-12	15	3.80/5	4	0.56
2.4 Establishing and maintaining standards for student behavior	2018-2020 Music Education K-12	15	3.87/5	4	0.64
2.5 Planning and implementing classroom procedures and routines that support student learning	2018-2020 Music Education K-12	15	4.10/5	4	0.54
2.6 Using instructional time effectively	2018-2020 Music Education K-12	15	3.77/5	4	0.56
Average of 18 Criterion Average			3.91/5 78.12%		

University Supervisor Observation 2

Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Median for Group	SD
4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.	2015-2017_Music Education K-12	9	4.28/5	4.5	0.83
4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.	2017-2019 Music Education K-12	13	3.46/5	3.5	0.69

<p>4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.</p>	<p>2018-2020 Music Education K-12</p>	<p>15</p>	<p>4.10/5</p>	<p>4</p>	<p>0.39</p>
<p>Average of 3 Criterion Average</p>			<p>3.95/5 (78.93%)</p>		

[School Library Media 1E](#)

Overview: Candidates in the school library media program are assessed on their competency in the creation and development of positive learning and work environments through the Final University Supervisor Evaluation and the Professional ePortfolio assignment.

Table 1. University Supervisor Final Evaluation

Table 2. Professional ePortfolio

Data Interpretation: The Final University Supervisor Evaluation is a comprehensive evaluation based on multiple data points of formal and informal assessment over time: 1) on-site observations and evaluation of candidates using the Classroom observation rubric, 2) post observation conferences, 3) review of the Clinical Educator's assessments of their teaching from the Classroom Observation Rubric, review of the Clinical Educator's assessment on their progress towards attaining proficiency using the ALA/AASL Standards for the Initial Preparation of School Librarians rubric.

The rubric categories in the University Supervisor Final Evaluation that align to this standard have been pulled and are in Table 1. The scores range from 4.35 - 4.74 out of five. A score of 3 meets competency, so the candidates' level of proficiency exceeds the standard.

Table 1 University Supervisor Final Evaluation

Rubric Criteria from University Supervisor Final Evaluation	Average Score over the 3 year review period 2017, 2018, 2019 A score of 3 = competent on a 5 point scale
2.1 Creating a physical environment that engages all students	4.35/5
2.2 Establishing a climate that promotes fairness and respect	4.38/5
2.3 Promoting social development and group responsibility	4.74/5
2.4 Establishing and maintaining standards for student behavior	4.44/5
2.5 Planning and implementing classroom procedures and routines that support student learning	4.65/5
6.3 Working with colleagues to improve professional practice	4.35/5

Data Interpretation: The rubric categories in the Professional ePortfolio data that align to this standard have been pulled and are in Table 2. There were some revisions between the 2017 and 2018 years due to increasing familiarity by the instructor with how best to assess student learning. A new category was added to the ePortfolio rubric in 2018 that addressed competencies in the AASL Standards for the Initial Preparation of School Librarians. The rubric from 2017 only

assessed the RIPTS, but school librarians do more than teach, so the instructor added two categories to assess competencies in additional areas. Since the category did not exist in 2017, there is no data reported for that year in those categories. Another change from 2017 to 2018 was the point scale of the rubric. It changed from a scale of 5 in 2017 to a scale of 4 in 2018 and 2019. The data for 2017 is therefore reported separately. The reasoning for the change in the scale was that in the 2017 review year, the instructor was new on the job and used the rubric from their predecessor which had a five point scale with a score of 3 as proficient. After a year under their belt, the instructor realized that demonstrating competency in this assignment was already a rigorous expectation and that trying to differentiate what two levels (4 and 5) above proficiency would look like didn't make sense. As a result, the instructor redesigned the rubric to be a four point scale with a score of 3 as proficient and 4 as exceeding the standard. The instructor has continued to use the 4 point scale rubric since and considers it is a fair and accurate assessment. Looking at the data, overall, candidates scored above competent in all categories.

Table 2 Average scores by cohort for ePortfolio categories on creating and developing positive work environments

Rubric Criteria	2017 Out of 5	Average of 2018 and 2019 Out of 4
RIPTS STANDARD 6. Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.	5/5	3.88/4
RIPTS STANDARD 7. Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.	5/5	3.88/4
ALA/AASL 4 Advocacy & Leadership, F, DM, L&E Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.	Not assessed this year	3.88/4

[Secondary Education and World Languages 1E](#)

Final Student Teaching Evaluations:

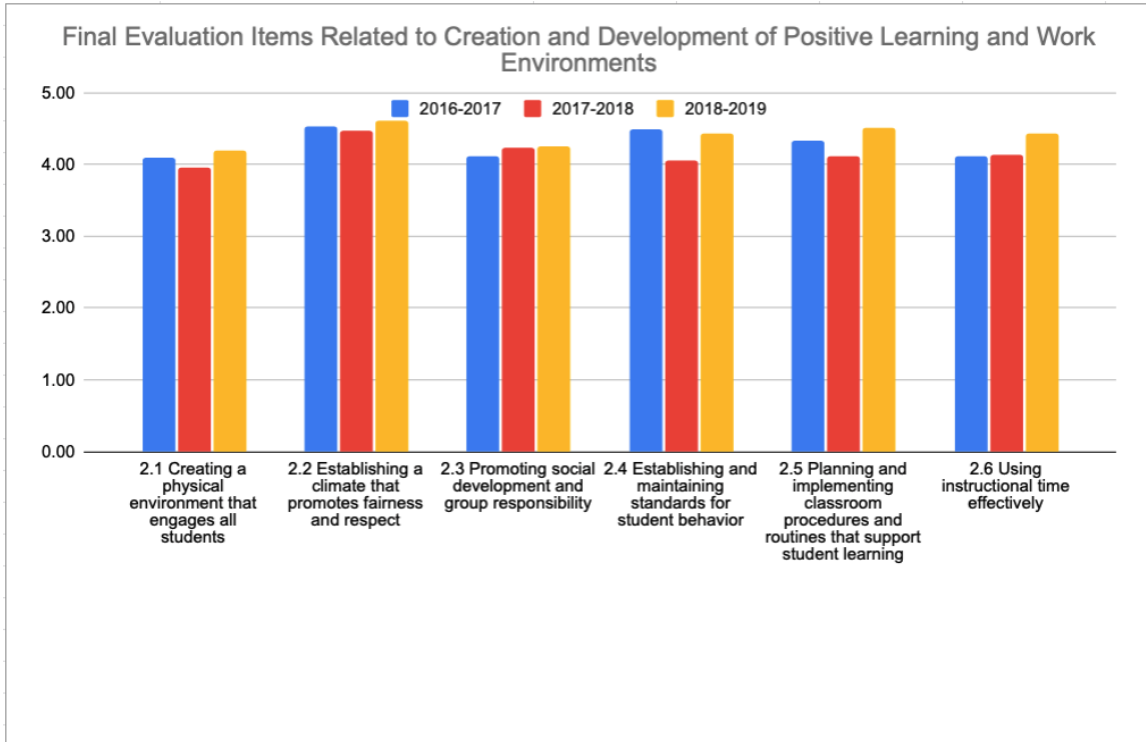
Overview: Student teachers demonstrate their understanding of and ability to create and develop positive learning and work environments addressed by Standard 1e, during their student teaching. Over the course of this fourteen week experience, students are assessed by their clinical educators and field supervisors through classroom observations and a summative final evaluation.

Data Analysis: The summative final evaluation is an extensive assessment of all aspects of student teaching. Each Likert scale item on the evaluation represents each student teacher's abilities on a scale of 1 (little evidence) to 5 (well above standard). There are 29 items total on the evaluation, which is completed by both the clinical educator and the field supervisor at the conclusion of the student teaching assignment. For Standard 1e, there were eight items that related to student teachers' understanding and capacity to create and maintain effective learning and work environments.

2.1 Creating a physical environment that engages all students
2.2 Establishing a climate that promotes fairness and respect
2.3 Promoting social development and group responsibility
2.4 Establishing and maintaining standards for student behavior
2.5 Planning and implementing classroom procedures and routines that support student learning
2.6 Using instructional time effectively
2.1 Creating a physical environment that engages all students
2.2 Establishing a climate that promotes fairness and respect

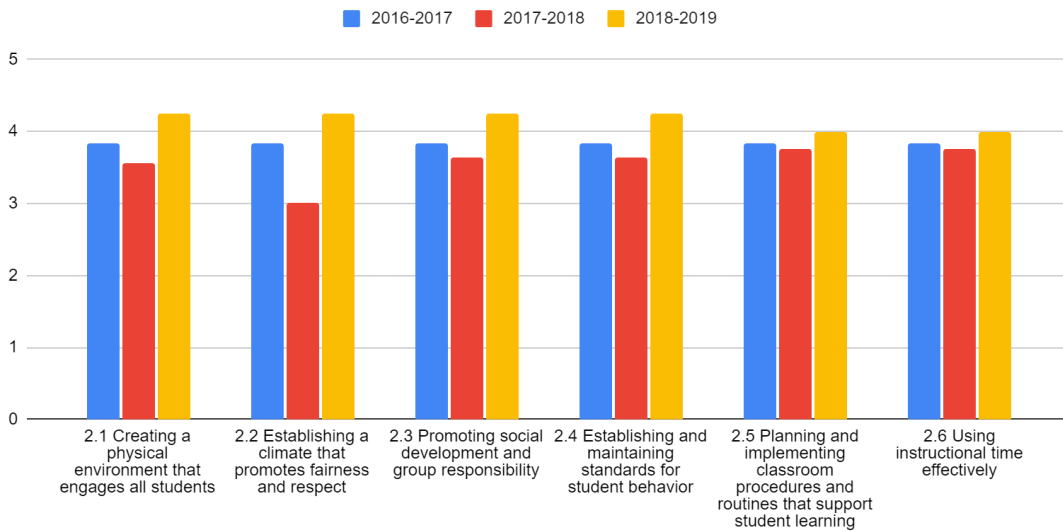
For our analysis of the final student teaching evaluation, the University supervisors' scores are used since they are representative of both the University supervisors' scores and the clinical educators' scores. Figure below shows the cohort average for each criterion by year.

Secondary Education



World Language

Final Evaluation Items Related to Creation and Development of Positive Learning and Work Environments



WL US

The number of secondary teacher candidates in each cohort remained consistent over the three-year data collection period, 31 candidates in both the 2016-2017 and 2017-2018 cohorts and 32 candidates in the 2018-2019 cohort. The scores across the eight criteria are generally above a 4.0 (above the standard), with meeting the standard indicated by a 3.0. During the evaluation period, student teachers' performance was relatively stable for three criteria (2.1 creating a physical environment that engages all students, 2.2 establishing a climate that promotes fairness and respect, and 2.3 Promoting social development and group responsibility). Performance of student teacher cohorts improved slightly in two areas (2.5 planning and implementing classroom procedures that support student learning and 2.6 using instructional time effectively).

The number of secondary teacher candidates that completed the WL specialization was small but consistent during the evaluation period: 6 candidates in the 2016-2017 cohort, 4 candidates in the 2017-2018 cohort, 5 candidates in the 2018-2019 cohort. We are making a conscious effort to attract more candidates to the program. During the evaluation period the scores for every category clustered in the 3.5-4 range (3=meets the standard) with the exception of the criteria 2.2, establishing a climate that promotes fairness and respect, in the year 2017-2018. During the evaluation period, we see a significant improvement in scores for the year 2018-2019, which could be attributed to the hiring of a new instructor (Sept. 2018).

Candidates' were strong in creating effective and welcoming learning environments. Scores were consistently strong in several areas (2.2 establishing a climate that promotes fairness and respect, 2.4 establishing and maintaining standards for student behavior, and 2.5 planning and implementing classroom procedures and routines that support student learning). Since this evaluation occurs at the end of the program, candidates have had numerous opportunities to demonstrate their proficiency in classroom management and effective instruction.

Although the average scores for candidates in the Secondary Education World Language track were slightly lower than for the rest of candidates in the program (approx. 0.2 points) we can reach the same conclusions. They were strong in creating effective and welcoming learning environments (their higher average scores were in criteria 2.1, 2.3 and 2.5). As previously mentioned this can be attributed to the numerous opportunities that our candidates have during the program to demonstrate their proficiency in classroom management and effective instruction, but also to the fact that candidates are required to take the course EDC 415 Adolescents and Classroom Management.

Data Interpretation: Candidates' evaluations are generally very positive. Areas for growth include 2.1 creating a physical environment that engages all students. Across the three years of data, candidates were evaluated as consistently in the range of 3.96 to 4.20 with 4.0 being above the standard. This item is difficult to assess due to the diverse range of physical characteristics of buildings and classrooms of our student teaching placements, which we value highly. However, clearly this is an item of interest that should be reviewed at the level of placement, and at the candidate level, relative to optimizing the learning environment. This is an item of interest that our program needs to work with future candidates on how to optimize the spaces they have access to as student teachers within the variety of placements utilized. A second area for growth is 2.4 establishing and maintaining standards for student behavior. The range of data is positive 4.48, 4.05, 4.42, over the three years respectively, on this important aspect for creating a positive learning environment. The second year's data, however, shows that this is an item that should continue to be reviewed and supported.

For candidates in the Secondary Education World Language track, the results on all the criteria were pretty consistent with the exception of 2.2, establishing a climate that promotes fairness and respect. The average score for this criterion was significantly lower for the 2017-2018 cohort.

This item is specially relevant for our candidates considering the diverse populations that they work with and the emphasis that our institution and programs put on cultural responsiveness and the integration of justice, equity, diversity, and inclusion (JEDI) issues into teaching.

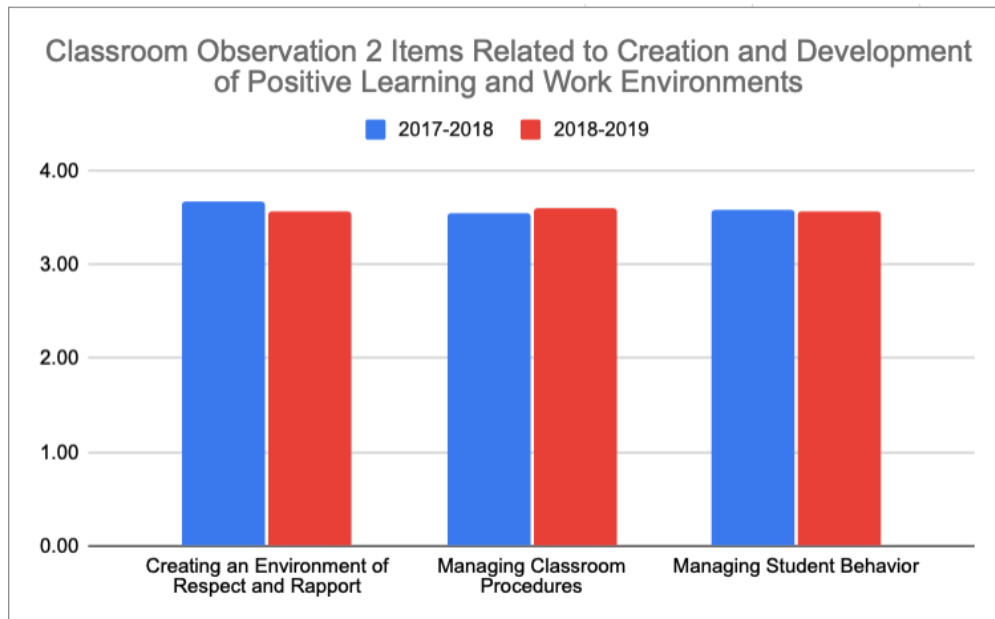
Classroom Observations:

Data Analysis: The classroom observations are designed to be formative assessments of all aspects of student teaching. Each Likert scale item on the evaluation represents each student teacher’s abilities on a scale of 1 (does not meet) to 4 (target). A ranking of 3 indicates that criterion is met. The observation form is the same form provided to schools as part of the Rhode Island Teacher Evaluation System. Only two years are reported because the program adopted the state’s instrument in 2017 to increase the coherence between pre-service and in-service assessments. There are eight items total on the instrument, which is completed by both the clinical educator and the field supervisor at least three times during the student teaching semester. For Standard 1e, there were three items that related to student teachers’ capacity to create and develop positive learning and work environments.

Creating an Environment of Respect and Rapport
Managing Classroom Procedures
Managing Student Behavior

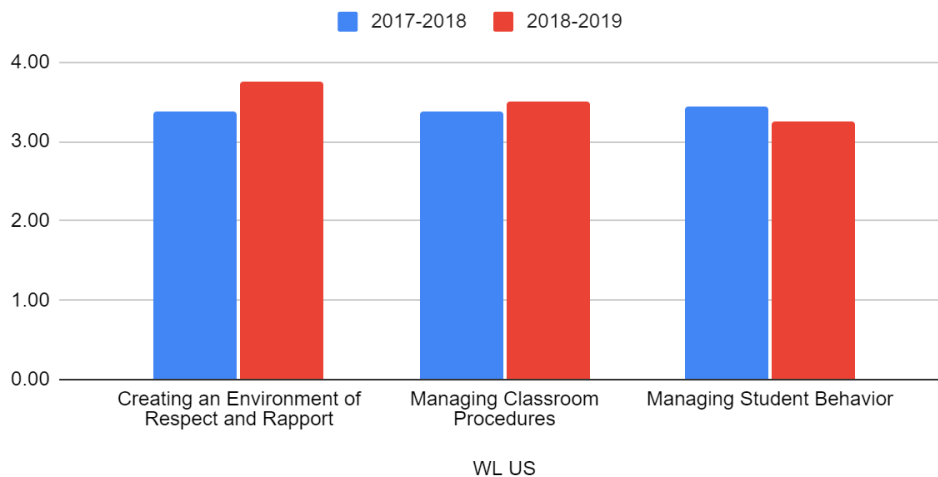
For our analysis of the classroom observations, the University supervisors’ scores are used, since they are representative of both the University supervisors’ scores and the clinical educators’ scores. We chose the second classroom observation to represent student performance in these three criteria. Figure below shows the cohort average for each criterion by year.

Secondary Education



World Language

Classroom Observation 2 Items Related to Creation and Development of Positive Learning and Work Environments



Data Interpretation: Candidates were consistently strong in their ability to enact positive and welcoming learning environments during student teaching. For the three criteria relevant to Standard 1e, candidates in each cohort averaged midway between a score of 3, (“Meets”) and 4 (“Target”) on the Rhode Island Teacher Observation instrument. This performance assessment is strong evidence of their ability to manage their classrooms in a positive manner.

Although their average scores for the three criteria relevant to Standard 1e are slightly lower than for candidates in other Secondary Education specializations (approx. 0.2 points lower), the same conclusions can be reached for students in the Secondary Education World language track. Their average scores were strong and consistently in the 3.2-3.7 range.

Classroom observation data does not provide a strong indicator of additional areas for growth for secondary education for this standard. Assessments through both the final evaluation and the classroom observation suggest that program candidates are capable of establishing healthy and effective learning environments in their classrooms. Based on these assessments, we need to continue to build on this strength of our program, especially in more challenging student teaching settings.

THE CASE FOR STANDARD ONE: CANDIDATE/COMPLETER PERFORMANCE

STANDARD 1F: Dispositions and behaviors required for successful professional practice

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[Conclusion: Standard 1 Candidate/Completer Performance](#)

Early Childhood 1F

Overview: Candidates' Dispositions and Professional Behaviors are analyzed using performance evaluations from EDC 350 and EDC 484 for this report. Both the EDC 350 Final Assessment and the EDC 484 Assessment are evaluated by clinical educators during pre-student teaching in the fall semester prior to student teaching and at the end of student teaching.

EDC 350 Final Field Observation Assessment:

Candidates's dispositions and professional behaviors are carefully evaluated by clinical educators during pre-student teaching in the fall semester prior to student teaching.

Data Overview: Data on this evaluation scale represented a period of three years, between 2016 and 2019. In 2017, data were collected on 18 candidates; in 2018, data were collected on 12 candidates; and in 2019, data were collected on 10 candidates.

Data Analysis: On the EDC 350 Final Assessment, the Professional Disposition Item was scored at an average score of 3.8/5 points, with a related rating of "meets" on the standard, closely approaching the "above standard" category for the candidates. Because the majority of the ECE candidates had not yet experienced many hours in public school practicums, they are most likely still transitioning and improving in terms of candidates' professional disposition and professional behaviors.

Data Interpretation: The Professional Disposition item for EDC 350 was scored a bit lower than the other items on this assessment. Supervisors will collaborate with clinical educators next semester to define areas of mutual interest and/or concern related to professional dispositions and, together, plan how to work with teaching candidates on these identified areas relating to professional dispositions, including (a) inviting previous exemplary student teachers to serve as guest speakers for EDC 350/426 classes; (b) asking candidates to complete bi-weekly self-assessments of professional dispositions using the identified criteria; and (c) providing written and verbal expectations for candidates' professional dispositions at a meeting convened for all newly accepted teaching candidates.

Early Childhood EDC 350 Field Evaluation Data 2017-2019

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
During your interactions with and observations of your teacher candidate, do you believe that his or her general knowledge is adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.46/3	2	0.5
During your interactions with and observations of your teacher candidate, do you believe that she or he can design instruction at a level adequate to begin student teaching that meets the cognitive, social, and personal needs of students and is developmentally appropriate?	2015-2017 Early Childhood Education	18	2.65/3	3	0.49

During your interactions with and observations of your teacher candidate, do you believe that he or she can design instruction at a level adequate to begin student teaching that reflects an understanding of the diversity of learners and how to make appropriate accommodations?	2015-2017 Early Childhood Education	18	2.51/3	2.75	0.5
During your interactions with and observations of your teacher candidate, do you believe that he or she can create instructional opportunities that encourage students' development of critical thinking, problem solving, and performance skills at a level adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.19/3	2	0.51
During your observations of your teacher candidate working with students, do you believe that she or he has the ability, at a level adequate to begin student teaching, to manage the classroom, encourage appropriate behavior and healthy social interactions, and create a learning environment that engages and motivates students?	2015-2017 Early Childhood Education	18	2.31/3	2	0.67
During observations of your teacher candidate's interactions with colleagues and parents, do you believe that he or she is an effective collaborator at a level adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.65/3	3	0.49
During your interactions with and observations of your teacher candidate, do you believe that she or he communicates effectively in the classroom using a variety of strategies at a level adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.37/3	2	0.47
During your interactions with and observations of your teacher candidate, do you believe that he or she has demonstrated the ability to accurately assess student learning at a level adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.28/3	2	0.45
In observing your teacher candidate, does he or she maintain professional standards in interactions with students, colleagues, and parents at a level adequate to begin student teaching?	2015-2017 Early Childhood Education	18	2.38/3	2	0.48
Do you recommend this candidate for student teaching? Please leave detailed comments on teacher candidate if recommending "yes with reservations" or "no"	2015-2017 Early Childhood Education	18	2.81/3	3	0.39
During your interactions with and observations of your teacher candidate, do you believe that his or her general knowledge is adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.52/3	2.5	0.48

During your interactions with and observations of your teacher candidate, do you believe that she or he can design instruction at a level adequate to begin student teaching that meets the cognitive, social, and personal needs of students and is developmentally appropriate?	2016-2018 Early Childhood Education	12	2.45/3	2.5	0.47
During your interactions with and observations of your teacher candidate, do you believe that he or she can design instruction at a level adequate to begin student teaching that reflects an understanding of the diversity of learners and how to make appropriate accommodations?	2016-2018 Early Childhood Education	12	2.36/3	2	0.45
During your interactions with and observations of your teacher candidate, do you believe that he or she can create instructional opportunities that encourage students' development of critical thinking, problem solving, and performance skills at a level adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.43/3	2.5	0.65
During your observations of your teacher candidate working with students, do you believe that she or he has the ability, at a level adequate to begin student teaching, to manage the classroom, encourage appropriate behavior and healthy social interactions, and create a learning environment that engages and motivates students?	2016-2018 Early Childhood Education	12	2.61/3	3	0.47
During observations of your teacher candidate's interactions with colleagues and parents, do you believe that he or she is an effective collaborator at a level adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.43/3	2.25	0.48
During your interactions with and observations of your teacher candidate, do you believe that she or he communicates effectively in the classroom using a variety of strategies at a level adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.55/3	2.5	0.47
During your interactions with and observations of your teacher candidate, do you believe that he or she has demonstrated the ability to accurately assess student learning at a level adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.41/3	2	0.49
In observing your teacher candidate, does he or she maintain professional standards in interactions with students, colleagues, and parents at a level adequate to begin student teaching?	2016-2018 Early Childhood Education	12	2.36/3	2.5	0.64
Do you recommend this candidate for student teaching? Please leave detailed comments on	2016-2018 Early	12	2.82/3	3	0.4

teacher candidate if recommending "yes with reservations" or "no"	Childhood Education				
During your interactions with and observations of your teacher candidate, do you believe that his or her general knowledge is adequate to begin student teaching?	2017-2019 Early Childhood Education	10	2.65/3	3	0.47
During your interactions with and observations of your teacher candidate, do you believe that she or he can design instruction at a level adequate to begin student teaching that meets the cognitive, social, and personal needs of students and is developmentally appropriate?	2017-2019 Early Childhood Education	10	2.65/3	3	0.47
During your interactions with and observations of your teacher candidate, do you believe that he or she can design instruction at a level adequate to begin student teaching that reflects an understanding of the diversity of learners and how to make appropriate accommodations?	2017-2019 Early Childhood Education	10	2.80/3	3	0.42
During your interactions with and observations of your teacher candidate, do you believe that he or she can create instructional opportunities that encourage students' development of critical thinking, problem solving, and performance skills at a level adequate to begin student teaching?	2017-2019 Early Childhood Education	10	2.35/3	2	0.47
During your observations of your teacher candidate working with students, do you believe that she or he has the ability, at a level adequate to begin student teaching, to manage the classroom, encourage appropriate behavior and healthy social interactions, and create a learning environment that engages and motivates students?	2017-2019 Early Childhood Education	10	2.75/3	3	0.42
During observations of your teacher candidate's interactions with colleagues and parents, do you believe that he or she is an effective collaborator at a level adequate to begin student teaching?	2017-2019 Early Childhood Education	10	2.65/3	3	0.47
During your interactions with and observations of your teacher candidate, do you believe that she or he communicates effectively in the classroom using a variety of strategies at a level adequate to begin student teaching?	2017-2019 Early Childhood Education	10	2.50/3	2.5	0.47
During your interactions with and observations of your teacher candidate, do you believe that he or she has demonstrated the ability to accurately assess student learning at a level adequate to begin student teaching?	2017-2019 Early Childhood Education	10	2.33/3	2	0.44

In observing your teacher candidate, does he or she maintain professional standards in interactions with students, colleagues, and parents at a level adequate to begin student teaching?	2017-2019 Early Childhood Education	10	2.70/3	3	0.48
Do you recommend this candidate for student teaching? Please leave detailed comments on teacher candidate if recommending "yes with reservations" or "no"	2017-2019 Early Childhood Education	10	3.00/3	3	0
Average of 30 Criterion Average			2.53/3 84.37%		

EDC 484 Final Evaluation by Clinical Educator and University Supervisor:

Data Overview: Data on this evaluation scale represented a period of three years, between 2017 and 2019. In 2017, data were collected on 18 candidates; in 2018, data were collected on 12 candidates, and in 2019, data were also collected on 10 candidates.

Data Analysis: On the EDC 484 Final Assessment, ratings for the Dispositional Items (6.1, 6.2, 6.3, and 6.4) were rated similarly by the clinical educator and the University supervisor, implying and establishing some degree of interobserver reliability. All of the scores across all three cohorts enrolling 18, 10, and 10 candidates in 2017, 2018 and 2019, respectively, were scored at the above standard or well above standard on all four Dispositional items. At a 4.5/5 rating from University supervisors and a 4.3/5 rating from clinical educators, the strongest Dispositional item is balancing professional responsibilities and maintaining motivation (6.4, well above standard). An interesting comparison is the relatively higher ratings of the clinical educators on Professional Dispositions of candidates during student teaching the next semester, indicating the positive growth of the ECE candidates in their Professional Dispositions between EDC 350 in the fall semester and EDC 484 in the following spring semester.

Data Interpretation: University supervisor scores were slightly higher on all four categories for the EDC 484 Final Evaluation assessment than the Clinical Educator scores when examining all three cohorts. This slight discrepancy may warrant a more in-depth consultation between the clinical educator and University supervisor prior to student teaching and at the culmination of student teaching in order to discuss candidates' strengths and areas for further growth. A revision of the mid-semester and final evaluation tool is planned within the upcoming academic year, as well, involving teams of University supervisors and clinical educators. At the culmination of these revisions, interobserver reliability on the revised evaluation tools will be established between the clinical educators and University supervisors.

Another item warranting exploration is item 6.3, working with colleagues to improve professional practice. Although still falling in the well above standard range of 4.6/5 (2017) and 4.1/5(2019) as rated by clinical educators, this item slightly declined over the four year period. Additional opportunities for candidates to collaborate with peers to improve professional practice are planned; these opportunities include providing professional development training, publicizing and offering leadership roles, and involving student teachers in school improvement meetings and committees.

Clinical Education Final Student Teaching Evaluation Data

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
3.3 Interrelating ideas and information within and across subject matter areas	2015-2017 Early Childhood Education	18	4.33/5	4	0.69
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017 Early Childhood Education	18	4.50/5	5	0.62
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2015-2017 Early Childhood Education	18	4.56/5	5	0.7
4.2 Establishing and articulating goals for student learning	2015-2017 Early Childhood Education	18	4.33/5	4	0.69
4.5 Modifying instructional plans to adjust for student needs	2015-2017 Early Childhood Education	18	4.44/5	5	0.7
5.5 Communicating with students, families, and other audiences about student progress	2015-2017 Early Childhood Education	18	4.22/5	4	0.81
6.1 Reflecting on teaching practice and planning professional development	2015-2017 Early Childhood Education	18	4.33/5	4.5	0.77
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2015-2017 Early Childhood Education	18	4.39/5	5	0.78
6.3 Working with colleagues to improve professional practice	2015-2017 Early Childhood Education	18	4.56/5	5	0.7
6.4 Balancing professional responsibilities and maintaining motivation	2015-2017 Early Childhood Education	18	4.56/5	5	0.7
3.3 Interrelating ideas and information within and across subject matter areas	2016-2018 Early Childhood Education	12	4.13/5	4	0.38

3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2018 Early Childhood Education	12	4.25/5	4	0.61
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2018 Early Childhood Education	12	4.27/5	4	0.6
4.2 Establishing and articulating goals for student learning	2016-2018 Early Childhood Education	12	3.90/5	4	0.63
4.5 Modifying instructional plans to adjust for student needs	2016-2018 Early Childhood Education	12	4.02/5	4	0.66
5.5 Communicating with students, families, and other audiences about student progress	2016-2018 Early Childhood Education	12	3.67/5	3.13	0.87
6.1 Reflecting on teaching practice and planning professional development	2016-2018 Early Childhood Education	12	3.88/5	4	0.8
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2016-2018 Early Childhood Education	12	3.92/5	3.75	0.87
6.3 Working with colleagues to improve professional practice	2016-2018 Early Childhood Education	12	4.08/5	4	0.7
6.4 Balancing professional responsibilities and maintaining motivation	2016-2018 Early Childhood Education	12	4.25/5	4	0.45
3.3 Interrelating ideas and information within and across subject matter areas	2017-2019 Early Childhood Education	10	4.13/5	4	0.76
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019 Early Childhood Education	10	4.03/5	4	0.69
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017-2019 Early Childhood Education	10	4.10/5	4	0.74

4.2 Establishing and articulating goals for student learning	2017-2019 Early Childhood Education	10	3.78/5	4	0.63
4.5 Modifying instructional plans to adjust for student needs	2017-2019 Early Childhood Education	10	3.75/5	4	0.8
5.5 Communicating with students, families, and other audiences about student progress	2017-2019 Early Childhood Education	10	3.83/5	4	0.82
6.1 Reflecting on teaching practice and planning professional development	2017-2019 Early Childhood Education	10	4.05/5	4	0.76
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2017-2019 Early Childhood Education	10	4.15/5	4	0.82
6.3 Working with colleagues to improve professional practice	2017-2019 Early Childhood Education	10	4.08/5	4.25	0.97
6.4 Balancing professional responsibilities and maintaining motivation	2017-2019 Early Childhood Education	10	4.30/5	5	1.06
Average of 30 Criterion Average			4.16/5 (83.17%)		

University Supervisor Final Evaluation					
Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
3.3 Interrelating ideas and information within and across subject matter areas	2015-2017 Early Childhood Education	18	4.67/5	5	0.59
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017 Early Childhood Education	18	4.67/5	5	0.59
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2015-2017 Early Childhood Education	18	4.61/5	5	0.61
4.2 Establishing and articulating goals for student learning	2015-2017 Early Childhood Education	18	4.22/5	4	0.65

4.5 Modifying instructional plans to adjust for student needs	2015-2017 Early Childhood Education	18	4.67/5	5	0.69
5.5 Communicating with students, families, and other audiences about student progress	2015-2017 Early Childhood Education	18	4.00/5	4	0.49
6.1 Reflecting on teaching practice and planning professional development	2015-2017 Early Childhood Education	18	4.72/5	5	0.57
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2015-2017 Early Childhood Education	18	4.56/5	5	0.62
6.3 Working with colleagues to improve professional practice	2015-2017 Early Childhood Education	18	4.44/5	4.5	0.62
6.4 Balancing professional responsibilities and maintaining motivation	2015-2017 Early Childhood Education	18	4.72/5	5	0.57
3.3 Interrelating ideas and information within and across subject matter areas	2016-2018 Early Childhood Education	12	4.42/5	4.5	0.67
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2018 Early Childhood Education	12	4.42/5	4	0.51
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2018 Early Childhood Education	12	4.83/5	5	0.39
4.2 Establishing and articulating goals for student learning	2016-2018 Early Childhood Education	12	4.33/5	4	0.49
4.5 Modifying instructional plans to adjust for student needs	2016-2018 Early Childhood Education	12	4.67/5	5	0.65
5.5 Communicating with students, families, and other audiences about student progress	2016-2018 Early Childhood Education	12	3.58/5	4	0.51
6.1 Reflecting on teaching practice and planning professional development	2016-2018 Early Childhood Education	12	4.25/5	4	0.62
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2016-2018 Early Childhood Education	12	4.42/5	4.5	0.67
6.3 Working with colleagues to improve professional practice	2016-2018 Early Childhood Education	12	4.17/5	4	0.58
6.4 Balancing professional responsibilities and maintaining motivation	2016-2018 Early Childhood Education	12	4.50/5	5	0.67

3.3 Interrelating ideas and information within and across subject matter areas	2017-2019 Early Childhood Education	10	3.85/5	4	0.67
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019 Early Childhood Education	10	4.00/5	4	0.47
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017-2019 Early Childhood Education	10	4.65/5	5	0.47
4.2 Establishing and articulating goals for student learning	2017-2019 Early Childhood Education	10	3.70/5	4	0.48
4.5 Modifying instructional plans to adjust for student needs	2017-2019 Early Childhood Education	10	4.50/5	5	0.71
5.5 Communicating with students, families, and other audiences about student progress	2017-2019 Early Childhood Education	10	3.95/5	4	0.69
6.1 Reflecting on teaching practice and planning professional development	2017-2019 Early Childhood Education	10	4.10/5	4.5	0.99
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2017-2019 Early Childhood Education	10	4.20/5	4.5	0.92
6.3 Working with colleagues to improve professional practice	2017-2019 Early Childhood Education	10	4.20/5	4	0.63
6.4 Balancing professional responsibilities and maintaining motivation	2017-2019 Early Childhood Education	10	4.45/5	5	0.76
Average of 30 Criterion Average			4.35/5 (86.97%)		

EDC 484 Clinical Educator NAEYC Content Assessment:

Overview: The NAEYC Assessment (Professional Teaching Preparation Standards) is an assessment that is used by the clinical educator to rate the student teacher on a five-point rubric at the culmination of student teaching. The items are: 1. promoting child development and learning; 2. building family and community relations; 3. observing, documenting, and assessing to support children and families; 4. teaching and learning; and 5. becoming a professional.

Data Overview: Data on this evaluation scale represented a period of 3 years, between 2017 and 2019. In 2017, data were collected on 18 candidates; in 2018, data were collected on 12 candidates, and in 2019, data were also collected on 10 candidates.

Data Analysis: The areas of relative strength for the candidates on this five-item scale are as follows: promoting child development and learning; teaching and learning; and becoming a professional. Across all three years, no items were scored lower than a 3.7/5 by the clinical educator, indicating that the educators perceive student teachers as above standard or well above standard on all five criteria on the NAEYC Final Evaluation.

In 2017, in particular, candidates' mean score was 4.4 out of 5 points on the rating scale, indicating a very high level of clinical educator satisfaction (well above standard) with the ECE candidates' preparation and readiness for teaching.

Data Interpretation: Related to the three years between 2017 and 2019, clinical educators rated student teachers somewhat lower in the teaching and learning areas of promoting child development; observing, documenting and assessing; and teaching and learning. Scores declined an average of .7 points in these three categories over the three-year period on the NAEYC Final Evaluation.

As discussed earlier, the 2017 cohort was almost double the size of the 2018 and 2019 cohorts, which may account for the wider than usual range of scores between 2017 and 2019. The decline in scores was only .3 points between the years 2017 and 2019. Nonetheless, an examination of these areas will continue, and professors will work closely with clinical educators to assist them in providing scaffolding to their student teachers that aligns with the instruction and Seminar in Student Teaching demonstrations. Methods I, II, and III courses and Student Teaching Seminars will devote additional time to addressing Assessment methods prior to candidates' undertaking the comprehensive Formal and Informal Assessment assignment. Teaching and learning strategies will be enhanced via candidates' viewing and analyzing videotapes of themselves and of previous exemplary students teachers, and promoting child development and learning will be addressed with expanded coverage in the three methods courses and coverage also expanded during the Student Teaching Seminar.

Final NAEYC Teacher Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.	2015-2017 Early Childhood Education	18	4.67/5	5	0.69
Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.	2015-2017 Early Childhood Education	18	4.33/5	4	0.69

Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.	2015-2017 Early Childhood Education	18	4.33/5	4	0.69
Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.	2015-2017 Early Childhood Education	18	4.56/5	5	0.7
Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	2015-2017 Early Childhood Education	18	4.44/5	5	0.7
Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.	2016-2018 Early Childhood Education	12	4.27/5	4	0.6
Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.	2016-2018 Early Childhood Education	12	3.71/5	3.25	0.86

Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.	2016-2018 Early Childhood Education	12	4.08/5	4	0.76
Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.	2016-2018 Early Childhood Education	12	4.13/5	4	0.56
Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	2016-2018 Early Childhood Education	12	3.73/5	3.5	0.84
Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.	2017-2019 Early Childhood Education	10	3.90/5	4	1.1
Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.	2017-2019 Early Childhood Education	10	3.65/5	3.25	0.82

Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.	2017-2019 Early Childhood Education	10	3.68/5	3.63	0.97
Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.	2017-2019 Early Childhood Education	10	3.75/5	4	0.86
Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	2017-2019 Early Childhood Education	10	3.93/5	3.88	0.83
Average of 15 Criterion Average			4.08/5 (81.53%)		

Elementary Education 1F

Clinical Education Classroom Observation:

Data Overview: The RIDE Lesson Evaluation consists of eight criteria rubric on a 4-point scale: Does not meet (1), Approaches the Standard (2), Meets the Standards (3), Target (4). Four of the eight criteria are used to assess candidates, knowledge, skills and dispositions on dispositions and professional behaviors. The criteria are creating an environment of respect and rapport, establishing a culture of learning, communicating with students, using questioning/prompts and discussion techniques. During the observation, the Clinical Educator is looking for evidence that the candidate's interactions with students are friendly and demonstrate general caring and respect. These interactions are appropriate to ages, cultures, and developmental levels. Interactions between students are respectful and the teacher responds successfully to disrespectful behavior. Learning is valued, expectations are high for learning and hard work, and this is the norm. Students understand their roles as learners, classroom interactions support learning and hard work. Purposes for lessons, where the lesson is situated within broader learning, and directions and procedures are clearly explained, modeled, and scaffolded. Clear and accurate connections are made to students' knowledge and experience. The candidate is focused on strategies to support student independent learning and intellectual engagement. Their spoken and written language is clear and correct and is suitable to the students' ages and interests. Use of academic vocabulary is precise and serves to extend student understanding. Questions posed support student thinking and understanding. Candidates create genuine discussion among students, providing adequate time for students to respond and step aside as appropriate employing a wide range of strategies to ensure that students are heard. Expected performance is 3 (meets the standard). Candidates are observed using this instrument twice during their student teaching semester by the Clinical Educator. We chose to use the second evaluation by the Clinical Educator to examine how candidates perform in this areas for our self-study. We have data for two cohorts: 2016-18 and 2017-19.

Data Analysis: Looking at the data between the two cohorts, we can see that scores on the criteria were higher in the 2017-2019 cohort. Using questioning/prompts and discussion techniques was the lowest performing area and creating an environment of respect and rapport was the highest for our candidates between both cohorts. However, the performance was overall strong. The median score for the 2016-2018 cohort on these criteria was 3/4 and for 2017-2019 the median score was 4/4.

Data Interpretation: While a strong performance, we should be informed by the area that was lowest scoring and concentrate more on using questioning/prompts and discussion techniques in earlier classes so that candidates enter student teaching with stronger skills in this area. We view the observation task as diagnostic. Candidates obviously do much more teaching than is formally observed. The formal observation points for clinical educators are at the beginning and end of the semester. This particular observation occurred toward the end of the semester. We consider this task to serve as information for the clinical educator and candidate on areas to improve. It would be worthwhile to compare lessons taught at the beginning, middle and end of student teaching to get a better understanding of areas of concern and development over time.

Clinical Educator Classroom Observation 2

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
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Creating an Environment of Respect and Rapport	2016-2018_Elementary Education	58	3.20/4	3	0.61
Establishing a Culture of Learning	2016-2018_Elementary Education	58	3.12/4	3	0.49
Communicating with Students	2016-2018_Elementary Education	58	3.02/4	3	0.51
Using Questioning/Prompts and Discussion Techniques	2016-2018_Elementary Education	58	2.92/4	3	0.54
Creating an Environment of Respect and Rapport	2017-2019 Elementary Education	47	3.68/4	4	0.48
Establishing a Culture of Learning	2017-2019 Elementary Education	47	3.61/4	4	0.49
Communicating with Students	2017-2019 Elementary Education	47	3.63/4	4	0.47
Using Questioning/Prompts and Discussion Techniques	2017-2019 Elementary Education	47	3.39/4	3	0.57
Average of 8 Criterion Average			3.32/4 (83.01%)		

Clinical Educator Final Evaluation

Data Overview: The Clinical Educator Final Evaluation is completed at the end of student teaching in the candidates' last semester in the program.. It consists of a 29 criteria rubric on a three-point scale: Approaching the Standard (1), Acceptable (2), Target (3). Expected performance is 2 (acceptable). Four of the eight criteria are used to assess candidates' knowledge, skills and dispositions on dispositions and professional behaviors. The criteria are creating an environment of respect and rapport, establishing a culture of learning, communicating with students, using questioning/prompts and discussion techniques. During the observation the Clinical Educator is looking for evidence that the candidate's interactions with students are friendly and demonstrate general caring and respect. These interactions are appropriate to ages, cultures, and developmental levels. Interactions between students are respectful and the teacher responds successfully to disrespectful behavior. Learning is valued, expectations are high for learning and hard work, and this is the norm. Students understand their roles as learners, classroom interactions support learning and hard work. Purposes for lessons, where the lesson is situated within broader learning, and directions and procedures are clearly explained, modeled, and scaffolded. Clear and accurate connections are made to students' knowledge and experience. The candidate is focused on strategies to support student independent learning and intellectual engagement. Their spoken and written language is clear and correct and is suitable to the students' ages and interests. Use of academic vocabulary is precise and serves to extend student understanding. Questions posed support student thinking and understanding. Candidates create genuine discussion among students, providing adequate time for students to respond and step aside as appropriate employing a wide range of strategies to ensure that students are heard

Data Analysis: Highest performance on criteria across cohorts was balancing professional responsibilities and maintaining motivation. The median score on all but one variable was 3/3. The median score for establishing and articulating goals for student learning was 2.8/3. This was the lowest performing area.

Data Interpretation: This is a high performance area across cohorts and performance on these criteria are quite stable over time. It is quite possible that performance is so high because candidates have feedback on these criteria at mid-term so that they can focus on areas in need of improvement. It would be interesting to see that change over time and we should look at the midterm data in conjunction with the final data to determine areas candidates typically struggle with and how that changes over time. In addition, other tasks completed over the two years of their program have elements that assess dispositions and professional behaviors but were not used during this self-study. We should look at these earlier indicators of performance on dispositions and professional behaviors to track development of their performance over time.

Clinical Educator Final Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
3.3 Interrelating ideas and information within and across subject matter areas	2015-2017 Elementary Education	52	2.81/3	3	0.36
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017 Elementary Education	52	2.76/3	3	0.4
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2015-2017 Elementary Education	52	2.77/3	3	0.4
4.2 Establishing and articulating goals for student learning	2015-2017 Elementary Education	52	2.58/3	2.8	0.49
4.5 Modifying instructional plans to adjust for student needs	2015-2017 Elementary Education	52	2.70/3	3	0.47
5.5 Communicating with students, families, and other audiences about student progress	2015-2017 Elementary Education	52	2.64/3	3	0.44
6.1 Reflecting on teaching practice and planning professional development	2015-2017 Elementary Education	52	2.77/3	3	0.38
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2015-2017 Elementary Education	52	2.75/3	3	0.39

6.3 Working with colleagues to improve professional practice	2015-2017 Elementary Education	52	2.79/3	3	0.4
6.4 Balancing professional responsibilities and maintaining motivation	2015-2017 Elementary Education	52	2.87/3	3	0.31
3.3 Interrelating ideas and information within and across subject matter areas	2016-2018 Elementary Education	58	2.77/3	3	0.41
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2018 Elementary Education	58	2.79/3	3	0.38
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2018 Elementary Education	58	2.78/3	3	0.38
4.2 Establishing and articulating goals for student learning	2016-2018 Elementary Education	58	2.71/3	3	0.43
4.5 Modifying instructional plans to adjust for student needs	2016-2018 Elementary Education	58	2.78/3	3	0.38
5.5 Communicating with students, families, and other audiences about student progress	2016-2018 Elementary Education	58	2.72/3	3	0.42
6.1 Reflecting on teaching practice and planning professional development	2016-2018 Elementary Education	58	2.75/3	3	0.42
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2016-2018 Elementary Education	58	2.71/3	3	0.44
6.3 Working with colleagues to improve professional practice	2016-2018_Elementary Education	58	2.86/3	3	0.32
6.4 Balancing professional responsibilities and maintaining motivation	2016-2018 Elementary Education	58	2.91/3	3	0.28
3.3 Interrelating ideas and information within and across subject matter areas	2017-2019 Elementary Education	47	2.91/3	3	0.26
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019 Elementary Education	47	2.87/3	3	0.31

4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017-2019 Elementary Education	47	2.90/3	3	0.29
4.2 Establishing and articulating goals for student learning	2017-2019 Elementary Education	47	2.77/3	3	0.4
4.5 Modifying instructional plans to adjust for student needs	2017-2019 Elementary Education	47	2.82/3	3	0.35
5.5 Communicating with students, families, and other audiences about student progress	2017-2019 Elementary Education	47	2.65/3	3	0.46
6.1 Reflecting on teaching practice and planning professional development	2017-2019 Elementary Education	47	2.91/3	3	0.28
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2017-2019 Elementary Education	47	2.88/3	3	0.32
6.3 Working with colleagues to improve professional practice	2017-2019 Elementary Education	47	2.94/3	3	0.22
6.4 Balancing professional responsibilities and maintaining motivation	2017-2019 Elementary Education	47	2.94/3	3	0.22
Average of 30 Criterion Average			2.79/3 (93.13%)		

University Supervisor Observation

Data Overview: The RIDE Lesson Evaluation consists of eight criteria rubric on a four-point scale: Does not meet (1), Approaches the Standard (2), Meets the Standards (3), Target (4). Four of the eight criteria are used to assess candidates' knowledge, skills and dispositions on dispositions and professional behaviors. Expected performance is 3 (meets the standard). These are the same criteria assessed on the Clinical Educator's Observation (above). Candidates are observed using this instrument three times during their student teaching semester by the University supervisor. We chose to use the second evaluation by the University supervisor to examine how candidates perform in this areas for our self-study. This observation takes place at mid-term. We have data for two cohorts: 2016-18 and 2017-19

Data Analysis: Looking at the data between the two cohorts, we can see that scores on the criteria were higher in the 2017-2019 cohort. Using questioning/prompts and discussion techniques was the lowest performing area and creating an environment of respect and rapport was the highest for our candidates between both cohorts. However, the performance was strong

overall. The median score for the 2016-2018 cohort on these criteria was 3/4 and for 2017-2019 the median score was 4/4.

Data Interpretation: University supervisors noted the same strengths and weaknesses over time between cohorts as the clinical educators. While a strong performance, we should be informed by the area that was lowest scoring and concentrate more on using questioning/prompts and discussion techniques in earlier classes so that candidates enter student teaching with stronger skills in this area. We view the observation task as diagnostic. Candidates obviously do much more teaching than is formally observed. It would have been interesting to compare both end of semester observations rather than choosing the mid-term observation by the University Supervisor. We should look at this data to determine if the University supervisor notes any improvement in candidate performance from their first observations, the mid-term and the end of the semester.

University Supervisor Observation 2

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Creating an Environment of Respect and Rapport	2016-2018_Elementary Education	58	3.38/4	3.13	0.47
Establishing a Culture of Learning	2016-2018_Elementary Education	58	3.30/4	3	0.48
Communicating with Students	2016-2018_Elementary Education	58	3.26/4	3	0.4
Using Questioning/Prompts and Discussion Techniques	2016-2018_Elementary Education	58	3.06/4	3	0.44
Creating an Environment of Respect and Rapport	2017-2019 Elementary Education	47	3.63/4	4	0.57
Establishing a Culture of Learning	2017-2019 Elementary Education	47	3.55/4	3.5	0.45
Communicating with Students	2017-2019 Elementary Education	47	3.30/4	3	0.52
Using Questioning/Prompts and Discussion Techniques	2017-2019 Elementary Education	47	3.28/4	3	0.53
Average of 8 Criterion Average			3.35/4 (83.64%)		

University Supervisor Final Student Teaching Evaluation

Data Overview: The University Supervisor's Final Evaluation is completed at the end of student teaching. This is the same evaluation completed by clinical educators. It consists of a 29 criteria rubric on a three- point scale: Approaching the Standard (1), Acceptable (2), Target (3). Expected performance is 3 (acceptable). Ten of the twenty nine criteria are used to assess candidates'

knowledge, skills and dispositions on dispositions and professional behaviors. This same evaluation is used at mid-term so that candidates can have an opportunity to improve over time.

Data Analysis: Highest performance on criteria across cohorts were not the same. In cohort 2015-2017 and 2017-2019 it was the same as the clinical educators' scores for balancing professional responsibilities and maintaining motivation. In 2016-2018, the highest performance was on using materials, resources, and technologies to make subject matter accessible to students. The lowest performance was different for all three cohorts. In 2015-2017, the lowest performance was in establishing and articulating goals for student learning. In 2016-2018, the lowest performance was in modifying instructional plans to adjust for student needs. In 2017-2019, the lowest performance was in communicating with students, families, and other audiences about student progress. In cohort 2015-2017 and 2017-2019, the median score was 3 on a scale of 3. In 2016-2018, the median score was 3 on a scale of 3 on eight of the 10 criteria. Of the other two, establishing and articulating goals for student learning had a median of 2.5 on a scale of 3, and communicating with students, families, and other audiences about student progress had a median score of 2.75 on a scale of 3.

Data Interpretation: This is a high performance area across cohorts and performance on these criteria are quite stable over time. It is possible that performance is so high because candidates have feedback on these criteria at mid-term so that they can focus on areas in need of improvement. It would be interesting to see that change over time and we should look at the mid-term data in conjunction with the final data to determine areas in which candidates typically struggle and how that changes over time. We should also note that more emphasis in earlier courses should be provided on the lowest scoring criteria. In addition, other tasks completed over the two years of their program have elements that assess dispositions and professional behaviors but were not used during this self-study. We should look at these earlier indicators of performance on dispositions and professional behaviors to track development of their performance over time.

University Supervisor Final Student Teaching Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
3.3 Interrelating ideas and information within and across subject matter areas	2015-2017 Elementary Education	52	2.67/3	3	0.39
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017 Elementary Education	52	2.75/3	3	0.38
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2015-2017 Elementary Education	52	2.75/3	3	0.4
4.2 Establishing and articulating goals for student learning	2015-2017 Elementary Education	52	2.49/3	2.5	0.43
4.5 Modifying instructional plans to adjust for student needs	2015-2017 Elementary Education	52	2.71/3	3	0.39

5.5 Communicating with students, families, and other audiences about student progress	2015-2017 Elementary Education	52	2.61/3	2.75	0.44
6.1 Reflecting on teaching practice and planning professional development	2015-2017 Elementary Education	52	2.82/3	3	0.36
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2015-2017 Elementary Education	52	2.73/3	3	0.43
6.3 Working with colleagues to improve professional practice	2015-2017 Elementary Education	52	2.76/3	3	0.39
6.4 Balancing professional responsibilities and maintaining motivation	2015-2017 Elementary Education	52	2.86/3	3	0.33
3.3 Interrelating ideas and information within and across subject matter areas	2016-2018 Elementary Education	58	2.81/3	3	0.32
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2018 Elementary Education	58	2.90/3	3	0.27
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2018 Elementary Education	58	2.80/3	3	0.36
4.2 Establishing and articulating goals for student learning	2016-2018 Elementary Education	58	2.72/3	3	0.36
4.5 Modifying instructional plans to adjust for student needs	2016-2018 Elementary Education	58	2.69/3	3	0.39
5.5 Communicating with students, families, and other audiences about student progress	2016-2018 Elementary Education	58	2.72/3	3	0.4
6.1 Reflecting on teaching practice and planning professional development	2016-2018 Elementary Education	58	2.87/3	3	0.32
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2016-2018 Elementary Education	58	2.84/3	3	0.36

6.3 Working with colleagues to improve professional practice	2016-2018 Elementary Education	58	2.83/3	3	0.34
6.4 Balancing professional responsibilities and maintaining motivation	2016-2018 Elementary Education	58	2.79/3	3	0.41
3.3 Interrelating ideas and information within and across subject matter areas	2017-2019 Elementary Education	47	2.84/3	3	0.31
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019 Elementary Education	47	2.91/3	3	0.24
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017-2019 Elementary Education	47	2.90/3	3	0.29
4.2 Establishing and articulating goals for student learning	2017-2019 Elementary Education	47	2.82/3	3	0.31
4.5 Modifying instructional plans to adjust for student needs	2017-2019 Elementary Education	47	2.79/3	3	0.35
5.5 Communicating with students, families, and other audiences about student progress	2017-2019 Elementary Education	47	2.72/3	3	0.36
6.1 Reflecting on teaching practice and planning professional development	2017-2019 Elementary Education	47	2.94/3	3	0.22
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2017-2019 Elementary Education	47	2.94/3	3	0.19
6.3 Working with colleagues to improve professional practice	2017-2019 Elementary Education	47	2.93/3	3	0.25
6.4 Balancing professional responsibilities and maintaining motivation	2017-2019 Elementary Education	47	2.98/3	3	0.1
Average of 30 Criterion Average			2.80/3 (93.20%)		

[Health and Physical Education 1F](#)

HPE candidates' "dispositions and professional behaviors" is addressed by using the unit plan activity from EDC 300, EDC 307, and EDC 314 and final evaluations from EDC 486 and EDC 487. More detailed information is provided as follows.

Unit Plan Activity:

Overview: EDC 300 and EDC 314 are the physical education pedagogical courses, whereas EDC 307 is the health pedagogical course. Those courses are structured to prepare students to teach elementary physical education at elementary school and health education at K-12. The unit plan is used to assess candidates' implementation of learning knowledge in planning of initial ideas for learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction. This unit plan assessment asks candidates to develop an instructional unit that provides students with an opportunity to demonstrate their ability to do long term instructional planning for a group of students.

Data Analysis: The unit plan activity for all method courses was evaluated by RIPTS in which #5) prior knowledge, motivation, and interest, and #9) cognitive and performance skills specifically address dispositions and professional behaviors. More specifically, for both #5 and #9, the annual average from 2016-2018 ranged from 4.14/5 to 4.44/5 for EDC300; from 4.15/5 to 4.53/5 for EDC307; from 3.84/5 to 5.00/5 for EDC314.

Data Interpretation: The results for EDC300/KIN304 indicated that HPE candidates show the capacity to support success for all learners regarding two aspects related to dispositions and professional behaviors throughout all three evaluated years. Given the average scores reported, there are consistently small variations among HPE candidates. In particular, HPE candidates' performance in those aspects either improved or sustained overtime. More specifically, the "prior knowledge, motivation and interest" improved from the average of 4.14/5 in 2016 to 4.25/5 in 2017 and 4.22/5 in 2018. All candidates meet the minimum standard which is expected for an entry-level health and physical educator. A similar pattern was observed for EDC 307 and EDC314. Those results are a good justification that our HPE program is devoted to better preparing our students in those aspects for this particular standard.

HPE KIN 304 RIPTS Elementary Unit Plan

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Prior Knowledge, Motivation, and Interest	2016-2018_All Grades Health and Physical Education K-12	15	4.14/5	4	0.66
Cognitive and Performance Skills	2016-2018_All Grades Health and Physical Education K-12	15	4.43/5	4.5	0.65
Prior Knowledge, Motivation, and Interest	2017 -2019 All Grades Health and Physical Education K-12	16	4.25/5	4	0.68

Cognitive and Performance Skills	2017 -2019 All Grades Health and Physical Education K-12	16	4.44/5	4.5	0.63
Prior Knowledge, Motivation, and Interest	2018-2020 All Grades Health and Physical Education K-12	16	4.22/5	4	0.83
Cognitive and Performance Skills	2018-2020 All Grades Health and Physical Education K-12	16	4.33/5	4	0.71
Average of 6 Criterion Average			4.30/5 (86.05%)		

HPE KIN 307 Health Unit Plan					
Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Prior Knowledge, Motivation, and Interest	2016-2018_All Grades Health and Physical Education K-12	15	4.15/5	4	0.38
Cognitive and Performance Skills	2016-2018_All Grades Health and Physical Education K-12	15	4.46/5	4	0.52
Addressing Students' Needs	2017 -2019 All Grades Health and Physical Education K-12	16	4.47/5	5	0.64
Cognitive and Performance Skills	2017 -2019 All Grades Health and Physical Education K-12	16	4.53/5	5	0.64
Addressing Students' Needs	2018-2020 All Grades Health and Physical Education K-12	16	4.43/5	5	0.76
Cognitive and Performance Skills	2018-2020 All Grades Health and Physical Education K-12	16	4.50/5	5	0.65
Average of 6 Criterion Average			4.42/5 (88.48%)		

HPE KIN 314 Unit Plan					
Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
Prior Knowledge, Motivation, and Interest	2016-2018_All Grades Health and Physical Education K-12	15	5.00/5	5	0
Cognitive and Performance Skills	2016-2018_All Grades Health and Physical Education K-12	15	4.71/5	5	0.76
Prior Knowledge, Motivation, and Interest	2017 -2019 All Grades Health and Physical Education K-12	16	3.84/5	4	0.6
Cognitive and Performance Skills	2017 -2019 All Grades Health and Physical Education K-12	16	4.00/5	4	0.75
Prior Knowledge, Motivation, and Interest	2018-2020 All Grades Health and Physical Education K-12	16	4.67/5	5	0.5
Cognitive and Performance Skills	2018-2020 All Grades Health and Physical Education K-12	16	4.67/5	5	0.5
Average of 6 Criterion Average			4.48/5 (89.63%)		

EDC 486 and EDC 487 Final Student Teacher Evaluations:

Overview: As stated in the previous section, the student teaching level in the Elementary and Secondary Student Teaching Practicums (EDC 486, EDC 487) occurs in the final semester of the program. A minimum of 5 weeks of student teaching is exclusively in a health education setting. HPE candidates' performance was evaluated by clinical educators and University field supervisors using the final evaluation rubric. Four of 29 elements in this rubric specifically address professional behaviors. They are: 6.1) reflection on teaching practice and planning professional development, 6.2) establishing professional goals and pursuing opportunities to grow professionally, 6.3) working with colleagues to improve professional practices, and 6.4) balancing professional responsibilities and maintaining motivation.

Data Analysis: Three consecutive years of data were collected from 2016 to 2017. At elementary levels, the results from the clinical educators' evaluation showed the average for those specified professional related elements ranged from 4.13/5 to 4.75/5 in 2016, 3.88/5 to 4.25/5 in 2017, and 4.68/5 to 4.74/5 in 2018. The results from the University field supervisor showed the average for those specified professional related elements ranging from 4.01/5 to 4.50/5 in 2016, 4.37/5 to 4.53/5 in 2017, and 4.82/5 to 4.97/5 in 2018. The results at the secondary level are slightly higher than what was scored at the elementary level, but it is pretty consistent.

Data Interpretation: All candidates meet the minimum standard which is expected for an entry-level health and physical educator. The data revealed that HPE candidates demonstrated strong professional behaviors in terms of 1) reflection on teaching practice and planning professional development, 2) establishing professional goals and pursuing opportunities to grow professionally, 3) working with colleagues to improve professional practices, 4) balancing professional responsibilities and maintaining motivation. The slightly higher scores at the secondary level might be due to familiarity with the teaching practicum as HPE candidates started secondary student teaching after 5 weeks teaching at elementary schools. At that point, they already had more school teaching experience thus, more confident and better prepared. It is also worth noting that the steadily improvement among HPE candidates at elementary levels for #1 from both cooperating teachers' evaluations (4.13/5 in 2016 to 4.68/5 in 2018) and university supervisors' (from 4.01/5 in 2016 to 4.82/5 in 2018) evaluations. A similar pattern also observed in #2 and #3 aspects of professional behaviors.

In addition, the URI HPE program requires three practicum experiences with a total of 30 hours each. Also, each of the three required APE courses that our students take for the APE program extension require a lab in which the candidates are paired with a child with a disability for the entire semester. Each APE course lab is a total of 15 hours. Candidates spend a substantial amount of time in schools and in lab settings working with students and supervisors in each. Both practica and APE courses require candidates to establish good working relationships with cooperating teachers and positive work environments.

Clinical Educator Final Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
3.3 Interrelating ideas and information within and across subject matter areas	2016-2018_All Grades Health and Physical Education K-12	17	4.06/5	4	0.71
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2018_All Grades Health and Physical Education K-12	17	3.88/5	4	0.72
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2018_All Grades Health and Physical Education K-12	17	4.27/5	4	0.57
4.2 Establishing and articulating goals for student learning	2016-2018_All Grades Health and Physical Education K-12	17	4.05/5	4	0.66
4.5 Modifying instructional plans to adjust for student needs	2016-2018_All Grades Health and Physical Education K-12	17	4.56/5	5	0.51
5.5 Communicating with students, families, and other audiences about student progress	2016-2018_All Grades Health and Physical Education K-12	17	3.69/5	4	0.7

6.1 Reflecting on teaching practice and planning professional development	2016-2018_All Grades Health and Physical Education K-12	17	4.13/5	4.5	0.96
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2016-2018_All Grades Health and Physical Education K-12	17	4.16/5	4.5	0.96
6.3 Working with colleagues to improve professional practice	2016-2018_All Grades Health and Physical Education K-12	17	4.42/5	5	0.83
6.4 Balancing professional responsibilities and maintaining motivation	2016-2018_All Grades Health and Physical Education K-12	17	4.75/5	5	0.58
3.3 Interrelating ideas and information within and across subject matter areas	2017 -2019 All Grades Health and Physical Education K-12	15	4.12/5	4	0.82
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017 -2019 All Grades Health and Physical Education K-12	15	4.08/5	4	0.77
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017 -2019 All Grades Health and Physical Education K-12	15	4.05/5	4	0.84
4.2 Establishing and articulating goals for student learning	2017 -2019 All Grades Health and Physical Education K-12	15	4.10/5	4	0.85
4.5 Modifying instructional plans to adjust for student needs	2017 -2019 All Grades Health and Physical Education K-12	15	4.13/5	4	0.77
5.5 Communicating with students, families, and other audiences about student progress	2017 -2019 All Grades Health and Physical Education K-12	15	3.53/5	4	0.9
6.1 Reflecting on teaching practice and planning professional development	2017 -2019 All Grades Health and Physical Education K-12	15	3.88/5	4	0.93
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2017 -2019 All Grades Health and Physical Education K-12	15	4.02/5	4	1.01
6.3 Working with colleagues to improve professional practice	2017 -2019 All Grades Health and Physical Education K-12	15	4.17/5	4	0.96

6.4 Balancing professional responsibilities and maintaining motivation	2017 -2019 All Grades Health and Physical Education K-12	15	4.25/5	4.25	0.98
3.3 Interrelating ideas and information within and across subject matter areas	2018-2020_Physical Education K-12	19	3.00/5	3	0
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2018-2020_Physical Education K-12	19	3.75/5	4	0.5
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2018-2020_Physical Education K-12	19	3.38/5	3.25	0.48
4.2 Establishing and articulating goals for student learning	2018-2020_Physical Education K-12	19	3.50/5	3.5	0.58
4.5 Modifying instructional plans to adjust for student needs	2018-2020_Physical Education K-12	19	3.38/5	3.25	0.48
5.5 Communicating with students, families, and other audiences about student progress	2018-2020_Physical Education K-12	19	3.00/5	3	1.15
6.1 Reflecting on teaching practice and planning professional development	2018-2020_Physical Education K-12	19	3.50/5	3.5	0.58
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2018-2020_Physical Education K-12	19	4.25/5	4	0.5
6.3 Working with colleagues to improve professional practice	2018-2020_Physical Education K-12	19	4.50/5	4.5	0.58
6.4 Balancing professional responsibilities and maintaining motivation	2018-2020_Physical Education K-12	19	4.25/5	4	0.5
Average of 30 Criterion Average			3.96/5 (79.19%)		

University Supervisor Final Evaluation

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
3.3 Interrelating ideas and information within and across subject matter areas	2016-2018_Physical Education K-12	17	3.93/5	4	0.83

3.5 Using materials, resources, and technologies to make subject matter accessible to students	2016-2018_Physical Education K-12	17	3.94/5	4	0.9
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2016-2018_Physical Education K-12	17	4.09/5	4	0.74
4.2 Establishing and articulating goals for student learning	2016-2018_Physical Education K-12	17	3.81/5	4	1.06
4.5 Modifying instructional plans to adjust for student needs	2016-2018_Physical Education K-12	17	3.85/5	4	0.89
5.5 Communicating with students, families, and other audiences about student progress	2016-2018_Physical Education K-12	17	3.84/5	4	0.57
6.1 Reflecting on teaching practice and planning professional development	2016-2018_Physical Education K-12	17	4.01/5	4	1.08
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2016-2018_Physical Education K-12	17	3.99/5	4	1.03
6.3 Working with colleagues to improve professional practice	2016-2018_Physical Education K-12	17	4.24/5	4.5	1
6.4 Balancing professional responsibilities and maintaining motivation	2016-2018_Physical Education K-12	17	4.50/5	5	0.77
3.3 Interrelating ideas and information within and across subject matter areas	2017 -2019 All Grades Health and Physical Education K-12	15	4.28/5	4.5	0.84
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017 -2019 All Grades Health and Physical Education K-12	15	4.28/5	4.5	0.8
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017 -2019 All Grades Health and Physical Education K-12	15	4.17/5	4.5	0.69
4.2 Establishing and articulating goals for student learning	2017 -2019 All Grades Health and Physical Education K-12	15	4.32/5	4.5	0.47
4.5 Modifying instructional plans to adjust for student needs	2017 -2019 All Grades Health and Physical Education K-12	15	4.25/5	4.5	0.64

5.5 Communicating with students, families, and other audiences about student progress	2017 -2019 All Grades Health and Physical Education K-12	15	3.97/5	4	0.74
6.1 Reflecting on teaching practice and planning professional development	2017 -2019 All Grades Health and Physical Education K-12	15	4.47/5	4.5	0.58
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2017 -2019 All Grades Health and Physical Education K-12	15	4.47/5	4.5	0.79
6.3 Working with colleagues to improve professional practice	2017 -2019 All Grades Health and Physical Education K-12	15	4.37/5	4.5	0.77
6.4 Balancing professional responsibilities and maintaining motivation	2017 -2019 All Grades Health and Physical Education K-12	15	4.53/5	5	0.9
3.3 Interrelating ideas and information within and across subject matter areas	2018-2020_Physical Education K-12	19	4.31/5	4.38	0.63
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2018-2020_Physical Education K-12	19	4.56/5	4.63	0.52
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2018-2020_Physical Education K-12	19	4.19/5	4.13	0.63
4.2 Establishing and articulating goals for student learning	2018-2020_Physical Education K-12	19	4.63/5	4.63	0.32
4.5 Modifying instructional plans to adjust for student needs	2018-2020_Physical Education K-12	19	3.94/5	4.25	0.83
5.5 Communicating with students, families, and other audiences about student progress	2018-2020_Physical Education K-12	19	3.94/5	4.13	1.05
6.1 Reflecting on teaching practice and planning professional development	2018-2020_Physical Education K-12	19	4.81/5	5	0.38
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2018-2020_Physical Education K-12	19	4.69/5	4.75	0.38
6.3 Working with colleagues to improve professional practice	2018-2020_Physical Education K-12	19	4.88/5	5	0.25
6.4 Balancing professional responsibilities and maintaining motivation	2018-2020_Physical Education K-12	19	4.75/5	5	0.5

Average of 30 Criterion Average			4.27/5 (85.32%)		
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Music Education 1F

Overview: Student teachers demonstrate their understanding of teaching dispositions and professional behaviors during their practicum and student teaching. They are assessed by clinical educators and University supervisors. Data show mean scores at proficient and above, but the number of candidates is quite low and it would be suspect to draw any generalizable conclusions.

Data Analysis: The results for standard 1f were similar to those for 1b and 1c. The scores across the ten criteria are clustered between 3.5 and 4.0 (above the standard), with meeting the standard indicated by a 3.0. During the earliest cohort, 2015-2017, the University supervisor's scores were consistently higher than the clinical educator's scores. This divergence was remedied in the years following.

Data Interpretation: Aside from the 2015-2017 period, during which University supervisor scoring varied significantly from the rest of the evaluations, scores were relatively stable. There were some small gains moving from the 2017 to 2020, however there were also dips in establishing and articulating student goals and communicating student progress to families (4.2 and 5.5).

Our candidates scored consistently high on reflecting on their practice, establishing professional goals, and collaborating with colleagues to improve their instruction. We can focus on training candidates to communicate more effectively with students and their parents as well as on establishing and clearly articulating goals for students.

Clinical Educator Classroom Observation 2

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.	2015-2017_ Music Education K-12	9	3.72/5	4	0.75
3. Critical Thinking /Performance Skills: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills. Design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills. Pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. Make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle with a difficulty. Engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of	2015-2017_ Music Education K-12	9	3.83/5	4	0.5

evidence. Use tasks that engage students in exploration, discovery, and hands-on activities.					
4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.	2015-2017_ Music Education K-12	9	4.19/5	4	0.81
5. Communication Strategies: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. use a variety of communication strategies (e.g., restating ideas, questioning, offering, counter examples) to engage students in learning Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction.	2015-2017_ Music Education K-12	9	4.06/5	4	0.53
2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.	2017-2019 Music Education K-12	13	3.62/5	4	0.65
3. Critical Thinking /Performance Skills: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills. Design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills. Pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. Make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle with a difficulty. Engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence. Use tasks that engage students in exploration, discovery, and hands-on activities.	2017-2019 Music Education K-12	13	4.04/5	4	0.59
4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help	2017-2019 Music Education K-12	13	4.04/5	4	0.83

students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.					
5. Communication Strategies: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. use a variety of communication strategies (e.g., restating ideas, questioning, offering, counter examples) to engage students in learning Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction.	2017-2019 Music Education K-12	13	3.77/5	4	0.44
2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.	2018-2020 Music Education K-12	15	3.70/5	4	0.67
3. Critical Thinking /Performance Skills: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills. Design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills. Pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. Make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle with a difficulty. Engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence. Use tasks that engage students in exploration, discovery, and hands-on activities.	2018-2020 Music Education K-12	15	3.88/5	4	0.65
4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.	2018-2020 Music Education K-12	15	3.88/5	4	0.66
5. Communication Strategies: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. use a variety of communication strategies (e.g., restating ideas, questioning, offering, counter examples) to engage students in learning Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction.	2018-2020 Music Education K-12	15	3.98/5	4	0.63

Average of 12 Criterion Average			3.89/5 (77.86%)		
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Clinical Educator Final Evaluation of Student Teaching

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
3.3 Interrelating ideas and information within and across subject matter areas	2015-2017_Music Education K-12	9	3.44/5	3	0.53
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017_Music Education K-12	9	3.50/5	4	0.79
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2015-2017_Music Education K-12	9	3.61/5	3.5	0.7
4.2 Establishing and articulating goals for student learning	2015-2017_Music Education K-12	9	3.44/5	3	0.53
4.5 Modifying instructional plans to adjust for student needs	2015-2017_Music Education K-12	9	3.78/5	4	0.83
5.5 Communicating with students, families, and other audiences about student progress	2015-2017_Music Education K-12	9	3.11/5	3	0.6
6.1 Reflecting on teaching practice and planning professional development	2015-2017_Music Education K-12	9	4.00/5	4	0.71
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2015-2017_Music Education K-12	9	3.67/5	4	0.71
6.3 Working with colleagues to improve professional practice	2015-2017_Music Education K-12	9	3.44/5	3	0.73
6.4 Balancing professional responsibilities and maintaining motivation	2015-2017_Music Education K-12	9	4.00/5	4	0.87
3.3 Interrelating ideas and information within and across subject matter areas	2017-2019 Music Education K-12	13	3.58/5	4	0.49
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019 Music Education K-12	13	3.79/5	4	0.71
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017-2019 Music Education K-12	13	3.58/5	3.5	0.64
4.2 Establishing and articulating goals for student learning	2017-2019 Music Education K-12	13	3.38/5	3	0.65
4.5 Modifying instructional plans to adjust for student needs	2017-2019 Music Education K-12	13	3.46/5	3	0.66

5.5 Communicating with students, families, and other audiences about student progress	2017-2019 Music Education K-12	13	3.15/5	3	0.38
6.1 Reflecting on teaching practice and planning professional development	2017-2019 Music Education K-12	13	3.46/5	3	0.78
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2017-2019 Music Education K-12	13	3.62/5	3	0.77
6.3 Working with colleagues to improve professional practice	2017-2019 Music Education K-12	13	3.77/5	4	0.83
6.4 Balancing professional responsibilities and maintaining motivation	2017-2019 Music Education K-12	13	3.60/5	3	0.79
3.3 Interrelating ideas and information within and across subject matter areas	2018-2020 Music Education K-12	14	3.71/5	4	0.61
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2018-2020 Music Education K-12	14	3.89/5	4	0.68
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2018-2020 Music Education K-12	14	3.54/5	3.75	0.5
4.2 Establishing and articulating goals for student learning	2018-2020 Music Education K-12	14	3.64/5	3.5	0.74
4.5 Modifying instructional plans to adjust for student needs	2018-2020 Music Education K-12	14	3.79/5	4	0.43
5.5 Communicating with students, families, and other audiences about student progress	2018-2020 Music Education K-12	14	3.21/5	3	0.43
6.1 Reflecting on teaching practice and planning professional development	2018-2020 Music Education K-12	14	4.13/5	4	0.63
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2018-2020 Music Education K-12	14	4.00/5	4	0.68
6.3 Working with colleagues to improve professional practice	2018-2020 Music Education K-12	14	4.00/5	4	0.68
6.4 Balancing professional responsibilities and maintaining motivation	2018-2020 Music Education K-12	14	3.84/5	4	0.66
Average of 30 Criterion Average			3.64/5 72.76%		

University Supervisor Final Evaluation of Student Teaching

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
3.3 Interrelating ideas and information within and across subject matter areas	2015-2017_Music Education K-12	9	4.17/5	4	0.56
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2015-2017_Music Education K-12	9	4.22/5	4.5	0.79

4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2015-2017_Music Education K-12	9	4.33/5	4	0.71
4.2 Establishing and articulating goals for student learning	2015-2017_Music Education K-12	9	3.72/5	4	0.36
4.5 Modifying instructional plans to adjust for student needs	2015-2017_Music Education K-12	9	4.28/5	4.5	0.62
5.5 Communicating with students, families, and other audiences about student progress	2015-2017_Music Education K-12	9	3.33/5	3	0.43
6.1 Reflecting on teaching practice and planning professional development	2015-2017_Music Education K-12	9	4.28/5	4	0.67
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2015-2017_Music Education K-12	9	4.39/5	4	0.49
6.3 Working with colleagues to improve professional practice	2015-2017_Music Education K-12	9	4.67/5	5	0.71
6.4 Balancing professional responsibilities and maintaining motivation	2015-2017_Music Education K-12	9	4.78/5	5	0.67
3.3 Interrelating ideas and information within and across subject matter areas	2017-2019 Music Education K-12	13	3.54/5	3	0.66
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2017-2019 Music Education K-12	13	3.77/5	4	0.6
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2017-2019 Music Education K-12	13	3.54/5	3	0.66
4.2 Establishing and articulating goals for student learning	2017-2019 Music Education K-12	13	3.46/5	3	0.52
4.5 Modifying instructional plans to adjust for student needs	2017-2019 Music Education K-12	13	3.54/5	4	0.52
5.5 Communicating with students, families, and other audiences about student progress	2017-2019 Music Education K-12	13	3.38/5	3	0.65
6.1 Reflecting on teaching practice and planning professional development	2017-2019 Music Education K-12	13	4.08/5	4	0.76
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2017-2019 Music Education K-12	13	3.85/5	4	0.8
6.3 Working with colleagues to improve professional practice	2017-2019 Music Education K-12	13	4.08/5	4	0.76
6.4 Balancing professional responsibilities and maintaining motivation	2017-2019 Music Education K-12	13	3.85/5	4	0.99
3.3 Interrelating ideas and information within and across subject matter areas	2018-2020 Music Education K-12	15	4.07/5	4	0.59
3.5 Using materials, resources, and technologies to make subject matter accessible to students	2018-2020 Music Education K-12	15	4.00/5	4	0.38

4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	2018-2020 Music Education K-12	15	3.87/5	4	0.74
4.2 Establishing and articulating goals for student learning	2018-2020 Music Education K-12	15	3.27/5	3	0.46
4.5 Modifying instructional plans to adjust for student needs	2018-2020 Music Education K-12	15	3.67/5	4	0.49
5.5 Communicating with students, families, and other audiences about student progress	2018-2020 Music Education K-12	15	3.20/5	3	0.41
6.1 Reflecting on teaching practice and planning professional development	2018-2020 Music Education K-12	15	4.27/5	4	0.46
6.2 Establishing professional goals and pursuing opportunities to grow professionally	2018-2020 Music Education K-12	15	4.07/5	4	0.59
6.3 Working with colleagues to improve professional practice	2018-2020 Music Education K-12	15	4.33/5	4	0.49
6.4 Balancing professional responsibilities and maintaining motivation	2018-2020 Music Education K-12	15	4.20/5	4	0.68
Average of 30 Criterion Average			3.94/5 78.78%		

University Supervisor Observation 2

Rubric Criteria	Cohort	Authors evaluated	Average for Group	Median for Group	SD
2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.	2015-2017_M usic Education K-12	9	4.00/5	4	0.87
3. Critical Thinking /Performance Skills: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills. Design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills. Pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. Make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle with a difficulty. Engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of	2015-2017_M usic Education K-12	9	4.50/5	4.5	0.5

evidence. Use tasks that engage students in exploration, discovery, and hands-on activities.					
4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.	2015-2017_M usic Education K-12	9	4.28/5	4.5	0.83
5. Communication Strategies: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. use a variety of communication strategies (e.g., restating ideas, questioning, offering, counter examples) to engage students in learning Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction.	2015-2017_M usic Education K-12	9	4.50/5	4.5	0.5
2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.	2017-2019 Music Education K-12	13	3.62/5	4	0.51
3. Critical Thinking /Performance Skills: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills. Design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills. Pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. Make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle with a difficulty. Engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence. Use tasks that engage students in exploration, discovery, and hands-on activities.	2017-2019 Music Education K-12	13	3.69/5	4	0.6

<p>4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.</p>	<p>2017-2019 Music Education K-12</p>	<p>13</p>	<p>3.46/5</p>	<p>3.5</p>	<p>0.69</p>
<p>5. Communication Strategies: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. use a variety of communication strategies (e.g., restating ideas, questioning, offering, counter examples) to engage students in learning Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction.</p>	<p>2017-2019 Music Education K-12</p>	<p>13</p>	<p>3.46/5</p>	<p>3</p>	<p>0.52</p>
<p>2. Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. Design instruction that meets the current cognitive, social, and personal needs of the students. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.</p>	<p>2018-2020 Music Education K-12</p>	<p>15</p>	<p>3.73/5</p>	<p>4</p>	<p>0.59</p>
<p>3. Critical Thinking /Performance Skills: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills. Design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills. Pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. Make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle with a difficulty. Engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence. Use tasks that engage students in exploration, discovery, and hands-on activities.</p>	<p>2018-2020 Music Education K-12</p>	<p>15</p>	<p>3.73/5</p>	<p>4</p>	<p>0.46</p>
<p>4.Environment (Classroom Management): Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. Establish a safe and secure learning environment. Organize and allocate the resources of materials and physical space to support active engagement of students. Provide the structure and time necessary to explore important concepts and ideas. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. Create learning groups in which students learn to work collaboratively and independently.</p>	<p>2018-2020 Music Education K-12</p>	<p>15</p>	<p>4.10/5</p>	<p>4</p>	<p>0.39</p>

<p>5. Communication Strategies: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. use a variety of communication strategies (e.g., restating ideas, questioning, offering, counter examples) to engage students in learning Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction.</p>	<p>2018-2020 Music Education K-12</p>	<p>15</p>	<p>3.93/5</p>	<p>4</p>	<p>0.46</p>
<p>Average of 12 Criterion Average</p>			<p>3.92/5 78.35%</p>		

[School Library Media 1F](#)

Overview: Candidates in the school library media program are assessed on their dispositions and professional behaviors in the Final University Supervisor Evaluation and the ePortfolio assignment.

Table 1. Knowledge of Candidate Dispositions and Professional Behaviors Assessment 1: Final University Supervisor Evaluation

Table 2. Knowledge of Candidate Dispositions and Professional Behaviors Assessment 2: Professional ePortfolio

Overview: The indicators in standard 6 in the Final University Supervisor evaluation pertain specifically to dispositions and professional behaviors and are listed on Table 1. The Final University Supervisor Evaluation is a comprehensive evaluation based on multiple data points of formal and informal assessment over time: 1) on-site observations and evaluation of candidates using the Classroom observation rubric, 2) post observation conferences, 3) review of the Clinical Educator’s assessments of their teaching from the Classroom Observation Rubric, review of the Clinical Educator’s assessment on their progress towards attaining proficiency using the ALA/AASL Standards for the Initial Preparation of School Librarians rubric.

The average scores for the three years under review significantly exceed the competency score of 3 in each category. The candidates in the school library media program are graduate students; they are adult learners who have life experience, maturity and motivation to return to school to be school librarians which may be one justification for the strong scores in these categories.

Table 1 Knowledge of Candidate Dispositions and Professional Behaviors Assessment 1: Final University Supervisor Evaluation

Final University Supervisor Evaluation Rubric Category	Average of scores out of 5 across the three year review period 2017, 2018, 2019. A score or 3 is competent in a 5 point scale
6.1 Reflecting on teaching practice and planning professional development	4.57
6.2 Establishing professional goals and pursuing opportunities to grow professionally	4.49
6.3 Working with colleagues to improve professional practice	4.35
6.4 Balancing professional responsibilities and maintaining motivation	4.92

Data Analysis: The ePortfolio assignment is another way that candidate dispositions and professional behavior are assessed in the school library media program. Standard 11 in the RIPTS and Standard 4 in the AASL Standards for the Initial Preparation of School Librarians align most closely with this standard. Table 2 lists the standards and the scores. The ALA/AASL Standard 4 category was added to the ePortfolio rubric in 2018 so there is no data recorded in 2017. The point scale also changed from 2017 to 2018. In 2017, the rubric was based on a 5 point scale with 3 as competent. The data for 2017 is therefore reported separately. The

reasoning for the change in the scale was that in the 2017 review year, the instructor was new on the job and used the rubric from their predecessor which had a five point scale with a score of 3 as proficient. After a year of experience, the instructor realized that demonstrating competency in this assignment was already a rigorous expectation and that trying to differentiate what two levels (4 and 5) above proficiency would look like didn't make sense. I think that reasoning also explains why all scores were a 5. As a result, the instructor redesigned the rubric to be a four point scale with a score of 3 as proficient and 4 as exceeding the standard. The instructor has continued to use the 4 point scale rubric since and feel it is a fair and accurate assessment. Looking at the data, overall, candidates scored above proficient in all categories. The rubrics and assignment are working well for this standard and will be retained.

Table 2 Knowledge of Candidate Dispositions and Professional Behaviors Assessment 2: Professional ePortfolio

ePortfolio Rubric Category	Average score for 2017 cohort out of 5	Average score for 2018 and 2019 cohorts out of 4
RIPTS 11; AAQEP 1f; ALA/AASL 3.1, 3.2, 5. GSLIS, F, L&E. Teachers maintain professional standards guided by legal and ethical principles.	5	3.75
ALA/AASL 4 Advocacy & Leadership, F, DM, L&E Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.	Not assessed on rubric this year	3.88

Data Interpretation: The RI Department of Education has prioritized assessing candidate disposition and the URI School of Education has been developing a rubric to assess student dispositions at different points in the program. It is still in progress so there is no data from it. This would be a valuable improvement to the school library media program. We added a self-assessment of dispositions survey in LSC520 during School Library Media Services. We ask them to self-assess their level of agreement with different dispositions of an educator at the beginning of the course and then again at the end. The survey began in the 2020 year and so the data is not included on this report. Here is a [link to the survey](#). The educator dispositions are the last section of the survey.

[Secondary Education and World Languages 1F](#)

Student Teaching Final Evaluation

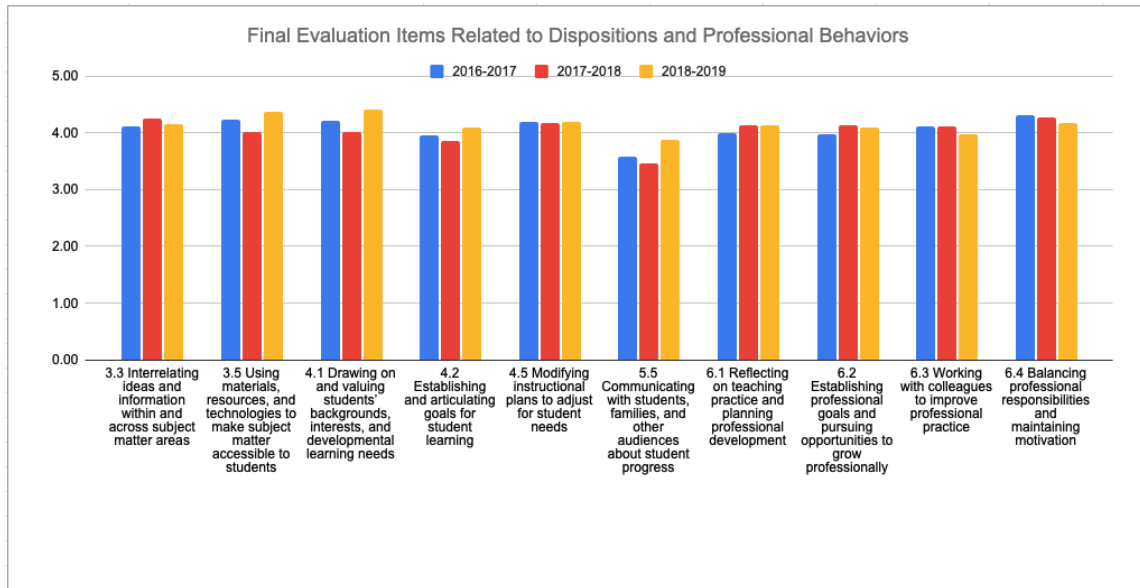
Overview: Student teachers have ample opportunities to demonstrate positive dispositions and professional behaviors, aspects of Standard 1f, during their student teaching. Over the course of this fourteen week experience, students are assessed by their clinical educators and field supervisors through classroom observations and a summative final evaluation.

Data Analysis: The summative final evaluation is an extensive assessment of all aspects of student teaching. Each Likert scale item on the evaluation represents each student teacher's abilities on a scale of 1 (little evidence) to 5 (well above standard). There are 29 items total on the evaluation, which is completed by both the clinical educator and the field supervisor at the conclusion of the student teaching assignment. For Standard 1f, there were ten items related to student teachers' dispositions and professional behaviors.

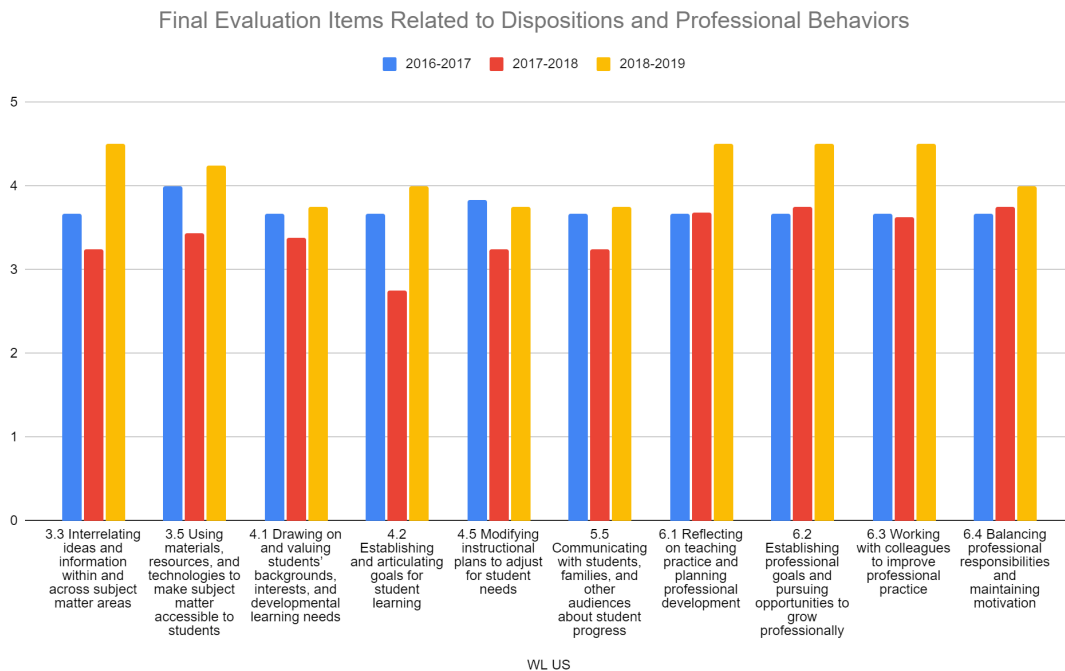
3.3 Interrelating ideas and information within and across subject matter areas
3.5 Using materials, resources, and technologies to make subject matter accessible to students
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
4.2 Establishing and articulating goals for student learning
4.5 Modifying instructional plans to adjust for student needs
5.5 Communicating with students, families, and other audiences about student progress
6.1 Reflecting on teaching practice and planning professional development
6.2 Establishing professional goals and pursuing opportunities to grow professionally
6.3 Working with colleagues to improve professional practice
6.4 Balancing professional responsibilities and maintaining motivation

Data Interpretation: For our analysis of the final student teaching evaluation, the University supervisors' scores are used since they are representative of both the university supervisors' scores and the clinical educators' scores.

Secondary Education



World Language



The number of secondary teacher candidates in each cohort remained consistent over the three-year data collection period, 31 candidates in both the 2016-2017 and 2017-2018 cohorts and 32 candidates in the 2018-2019 cohort. The scores across nine of the ten criteria are clustered above a 4.0 (above the standard), with meeting the standard indicated by a 3.0. During the evaluation period, student teachers' performance was relatively consistent for all criteria. Performance of student teacher cohorts improved slightly in four dispositional areas (3.3 Interrelated ideas, 4.2 setting learning goals, 5.5 communicating with students and families, and 6.1 reflecting on teaching).

The number of secondary teacher candidates that completed the world languages specialization was small but consistent during the evaluation period: 6 candidates in the 2016-2017 cohort, 4 candidates in the 2017-2018 cohort, 5 candidates in the 2018-2019 cohort. We are making a conscious effort to attract more candidates to the program. The scores for most categories clustered in the 3.5-4 range (3 = meets the standard) with the exception of the criteria 4.2, establishing and articulating goals for students learning, in the year 2017-2018. We see a significant improvement in scores for the year 2018-2019, which could be attributed to the hiring of a new instructor (Sept. 2018). In the year 2018-2019 the average scores for criteria 3.3, 6.1, 6.2 and 6.3 were particularly high (4.5 average).

Candidates were strong in areas of meeting their students' needs and meeting their professional responsibilities. Scores were consistently strong in several areas (3.5 using resources effectively, 4.1 drawing on and valuing students' prior knowledge, 4.5 modifying instructional plans to meet students' needs, and 6.4 balancing professional responsibilities).

The candidates in the secondary education world language track were strong in the areas related with setting professional development goals and working with colleagues. Scores were consistently strong in several areas including 3.3 Interrelating ideas and information within and across subject matter areas; 6.1 Reflection on teaching practice and planning professional development; 6.2 Establishing professional goals and pursuing opportunities to grow professionally; and 6.3 Working with colleagues to improve professional practice. In the remaining categories their average scores were slightly lower than for the rest of candidates in the secondary education program (approx. 0.2 points).

Our candidates were evaluated slightly lower in specific areas related to growing as professional teachers. Looking across the three years of data collection, candidates scored near or slightly below standard ("meets standard") in communicating with families (average = 3.64), establishing professional goals (average = 4.06), and working with colleagues (average = 4.06).

The candidates in the Secondary Education World Language track were evaluated slightly lower in three specific areas: 4.1 drawing and valuing students backgrounds, interests, developmental learning needs; 4.2 establishing and articulating goals for students learning; 4.5 Modifying instructional plans to adjust to students needs; 5.5 Communicating with students families and other audiences about student progress. Even in these criteria, our candidates' average scores were above 3.0 (meets standards) with the exception of criterion 4.2 for the 2017-2018 cohort.

Classroom Observations

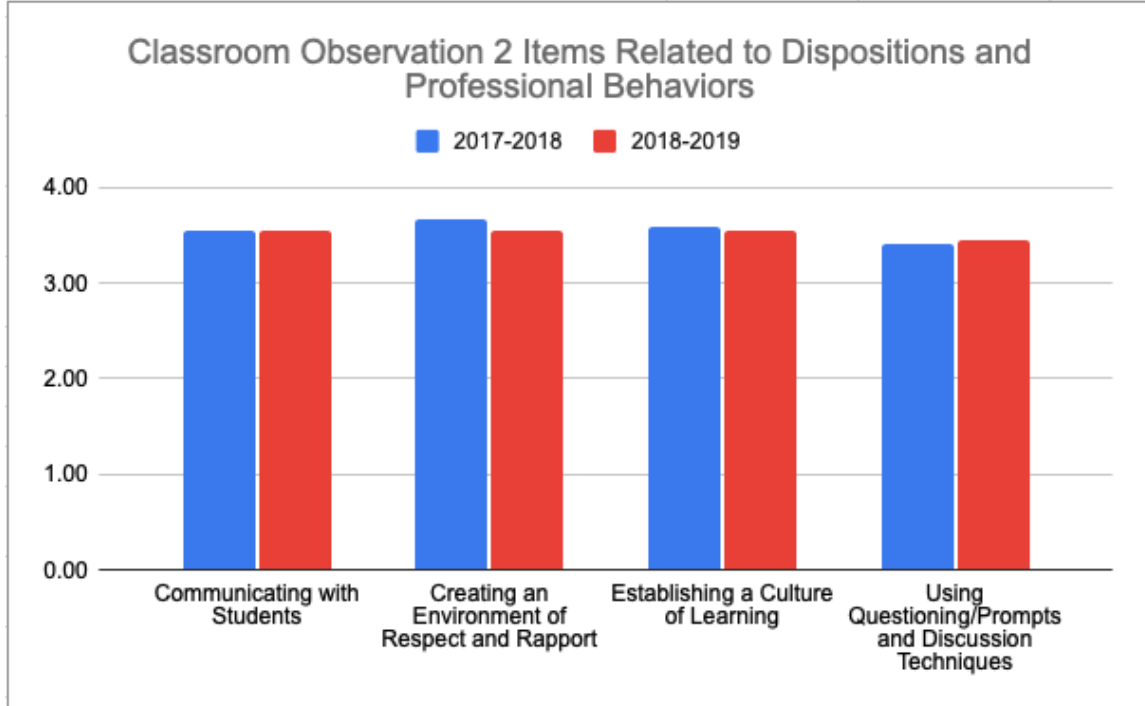
Overview: The classroom observations are designed to be formative assessments of all aspects of student teaching. Each Likert scale item on the evaluation represents each student teacher's abilities on a scale of 1 (does not meet) to 4 (target). A ranking of 3 indicates that criterion is met. The observation form is the same form provided to schools as part of the Rhode Island Teacher Evaluation System. Only two years are reported because the program adopted the state's instrument in 2017 to increase the coherence between pre-service and in-service assessments. There are eight items total on the instrument, which is completed by both the clinical educator and the field supervisor at least three times during the student teaching semester. For Standard 1f, there were four items that related to student teachers' knowledge of culturally responsive teaching, language acquisition, and literacy development.

Communicating with Students
Creating an Environment of Respect and Rapport
Establishing a Culture of Learning

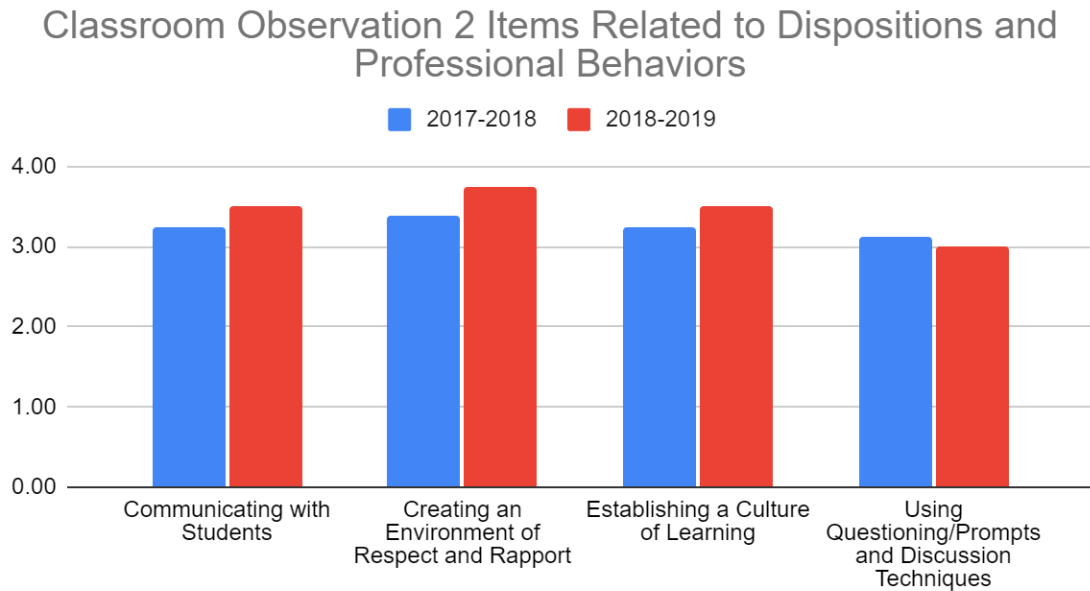
Using Questioning/Prompts and Discussion Techniques

Data Interpretation: For our analysis of the classroom observations, the University supervisors' scores are used since they are representative of both the University supervisors' scores and the clinical educators' scores. We chose the second classroom observation to represent student performance in these four criteria. Figure below shows the cohort average for each criterion by year.

Secondary Education



World Language



WL US

Data Analysis: Candidates were consistently strong in all four areas related to professional dispositions. For the four criteria relevant to Standard 1f, candidates consistently achieved scores around 3.5, (between “Meets” and “Target”) on the Rhode Island Teacher Observation instrument. This performance assessment is evidence of their ability to engage and apply what

they have learned about how to develop their teacher identity. Scores for the candidates in the secondary education world language track were slightly lower than those of the rest of the candidates in the program.

Data Interpretation: Program could be strengthened by continuing to refine our attention to candidates' ability to engage students during instruction. Our candidates' have room for improvement in their capacities to communicate with students and use active discussion techniques in their instruction.

Data provides evidence that program candidates develop their professional identity and dispositions. Based on these assessments, we need to continue to strengthen future candidates' ability to set professional goals and work with families and colleagues.

[Conclusion: Standard 1 Candidate/Completer Performance](#)

The University of Rhode Island School of Education initial 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, licensure tests, observations and final evaluations of student teaching. 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 classroom observation tool.
- Necessary program changes: Revision to the final evaluation of student teaching and comprehensive assessment of candidate dispositions throughout the program.
- Innovations: Reinstigate 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

Standard 2 - 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, advisors, program staff, 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 2015-2016, 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 aspects.

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. 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 from 2017 through 2020. 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 2017 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, average, median, mode, and standard deviation.

Teachers (2-year post graduation cohort)

Annually between 2016 and 2018, 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 (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Employers

Between 2017-2020, an electronic survey was sent to employers of URI program completers who had been teaching in the field for at least two years. 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.

In 2020-2021, 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 1= not at all prepared in this skill, 2 - poorly prepared in this skill, 3 - undecided, 4 - adequately prepared in this skill, and 5 - well prepared in this skill. Responses were tallied to report percentages, average, median, mode, and standard deviation

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.

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Early Childhood Education (ECE)

Participants

- 48 program completers reported their responses on the Early Childhood Completer Open-Ended Surveys 2017-2020
10 program completers reported their responses on the newly designed Early Childhood Completer Open-Ended Survey 2020-2021
- 53 completers reported their responses on the Early Childhood Completer Multiple-Choice Survey 2017-2020
13 program completers reported their responses on the newly designed Early Childhood Completer Multiple-Choice Survey 2020-2021
- 12 program completers reported their responses on the 2-year Follow-up Graduates Survey of 2018
1 program completer reported their responses on the newly designed 2019 2-year Follow-up Graduate Survey assessing completers' preparedness, confidence, and importance of each of 12 items.
- 2 employers of completers responded to the 2018 survey using 12 multiple-choice questions and 2 open-ended questions about URI teachers' impact on students

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

Program completer open-ended question responses:

Completer survey results of the 2017-2020 Early Childhood Completer Surveys with open-ended responses reporting on understanding and engagement in the local school and cultural communities and communication and fostering relationships with families/guardians/caregivers. Three students reported on this topic with one positive response by a student whose teaching placement was in a diverse classroom and that he/she/they "received education from the program regarding differentiation and the diversity of learners and therefore was comfortable in the classroom."

One student advocated for "another practicum in a public-school setting as he/she/they experienced a "hard transition" from preschool practicums in a private setting to public school practicums and one student reported having a parent involvement course for the full semester was unnecessary and could have been incorporated into other courses."

Program completer multiple-choice question responses:

There is no data to report for 2017-2020 as the previous national accreditor did not require this information.

Completer responses ($n=13$) on the redesigned 2020-2021 Early Childhood Completer Survey have reported their preparedness on two questions. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage with community agencies to	13	0.00%	7.69%	15.38%	69.23%	7.69%	3.77	4	4	0.7

support families/guardians/caregivers and students?										
How often were you given the opportunity to engage in reflective practice about engaging with families/guardians/caregivers of culturally diverse or developmentally atypical diverse learners?	13	0.00%	15.38%	46.15%	23.08%	15.38%	3.38	3	3	0.92
Total	26	0.00%	11.54%	30.77%	46.15%	11.54%	3.58	4	4	0.84

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

Completer responses ($n=12$) from the 2-year Follow-up Graduates Survey of 2018 graduates had only one teacher reporting on recommendations to improve the program stating, “coursework that provides instruction for teaching students of multicultural and diverse backgrounds” needs to be offered as I was “unprepared for how to effectively teach students of diverse backgrounds (Black and Hispanic specifically in my current job).”

For S2 aspect a – Completer responses ($n=1$) from the redesigned 2-year Follow-up Graduate Survey assessed teachers on one question. Results indicated teachers’ responses to how prepared they were, how confident they felt, and the importance of the question. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Teachers' preparedness, confidence, and importance of knowledgeably engaging in the local school and cultural communities and fostering relationships with families/caretakers/guardians.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	100%	0.0%	0.0%	3	3	3	0
Confidence	1	0.0%	0.00	100%	0.0%	0.0%	3	3	3	0
Importance	1	0.0%	0.0%	0.0%	100%	0.0%	4	4	4	0
Total	1	0.0%	0.0%	66.66%	33.33%	0.0%	3.33	3.33	3.33	0*

*SD equals zero as there is one response.

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

Program completer open-ended question responses:

Completer survey results of the 2017-2020 Early Childhood Completer Survey with open-ended responses reporting on culturally responsive education practices in diverse cultural and socioeconomic community contexts. Only a few students reported on their experiences that could be associated with this topic commenting "More practicums in a public-school setting would be beneficial to graduates as well as student teachers."

The redesigned 2020-2021 Early Childhood Survey with open-ended responses reported completers' perceptions of the strength of their teacher education program and their recommendations for improving or strengthening the program for future graduates. Completers did not report their experiences in engaging in culturally responsive education practices in diverse cultural and socioeconomic community contexts. Nor did completers provide specific recommendations to improve or strengthen the program that could be related to this aspect.

Program completer closed-ended (multiple choice) question responses:

Completer responses ($n=53$) from 2017-2020 indicated for all their pre-student teaching clinical experiences throughout the program with 1=Ineffective 2=Moderately effective, 3=Highly effective

Rated Item(s)	Total	Distribution %			Avg	Median	Mode	SD
		1	2	3				
How diverse were students you worked with in all your pre-student teaching clinical experiences throughout the program?	53	11.32%	49.06%	39.62%	2.28	2	2	0.66
How diverse were the students you worked with in your student teaching practicum?	53	20.75%	50.94%	28.30%	2.08	2	2	0.7
Total	212	22.64%	55.19%	22.17%	2	2	2	0.67

Completer responses ($n=53$) from 2017-2020 indicated for all their pre-student teaching clinical experiences throughout the program on how well-prepared program completers were to support the learning of all students in a diverse learning community. 1=Slight prepared 2= Somewhat prepared, 3= Adequately prepared, 4=Well prepared

Rated Item(s)	Total	Distribution %				Avg	Median	Mode	SD
		1	2	3	4				
How well prepared are you to support the learning of all students in a diverse learning community?	53	0.00%	9.43%	47.17%	43.40%	3.34	3	3	0.64

Completer responses ($n=13$) on the redesigned 2020-2021 Early Childhood Completer Survey reported their preparedness on two questions. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared are you to understand the educational and developmental needs of diverse learners?	13	0.0%	0.0%	7.69%	46.15%	46.15%	4.38	4	4.5	0.62
How well prepared were you to design and engage in culturally responsive educational practices with diverse learners in diverse community contexts?	13	0.0%	0.0%	15.38%	61.54%	23.08%	4.08	4	4	0.62
Total	26	0.0%	0.0%	11.54%	53.85%	34.62%	4.23	4	4	0.64

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

Completer responses ($n=12$) from the 2-year Follow-up Graduates Survey of 2018 graduates had only one teacher reporting on issues related to culturally responsive education practices in diverse cultural and socioeconomic community contexts. The teacher stated, “a course on trauma-informed education and classroom management would have been beneficial and including more texts written by educators of color in America, would have been useful ...”

For S2 aspect b - Completer responses ($n=1$) on the redesigned 2020-2021 Early Childhood Completer Survey assessed teachers on two questions. Results indicated teachers’ responses to how prepared they were, how confident they felt, and the importance of each question. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

1. Teachers' preparedness, confidence, and importance of knowledgeably engaging, and fostering relationships with families/guardians/caretakers of culturally diverse learners.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	100%	0.0%	0.0%	3	3	3	0
Confidence	1	0.0%	0.0%	100%	0.0%	0.0%	3	3	3	0
Importance	1	0.0%	0.0%	100%	0.0%	0.0%	3	3	3	0
Total	3	0.0%	0.0%	100%	0.0%	0.0%	3	3	3	0*

*SD equals zero as there is one response.

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

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	100%	0.0%	0.0%	3	3	3	0
Confidence	1	0.0%	0.0%	100%	0.0%	0.0%	3	3	3	0
Importance	1	0.0%	0.0%	100%	0.0%	0.0%	3	3	3	0
Total	3	0.0%	0.0%	100%	0.0%	0.0%	3	3	3	0*

*SD equals zero as there is one response.

Employer survey responses:

There is no data to report from the 2017-2020 surveys for this aspect as the previous national accreditor did not require this information.

Aspect 2c. Creating and Developing Productive Learning Environments

Program completer open-ended question responses:

Completer survey results of the 2017-2020 Early Childhood Completer Surveys with open-ended responses reported on topics related to creating and developing productive learning environments revealed most students had extremely positive comments finding the mentoring and practicum experiences at the Child Development Centers (CDCs) very helpful in assisting them in creating productive learning environments. Completers' survey results also indicated for all their pre-student teaching clinical experiences throughout the program completers overwhelmingly reported that their program experiences including coursework, student teaching experience, faculty, supervisors cooperating teachers, and advising were highly effective in preparing them as teachers. Overall, the multiple field experiences also were helpful and enjoyable, and students noted that URI provides adequate resources to help them create productive learning environments. Methods coursework was also found to be a contributing factor in developing productive learning environments.

The biggest contributor to completers' ability to create and develop productive learning environments was their positive, supportive, and caring relationships with faculty, advisors, cooperating teachers, and supervisors. Courses on learning theory and development helped completers with RIELDS. These courses were cited as very strong support for completers with multiple positive comments was the Human Development and Family Science foundation courses.

Completers did express negative comments about the lack of experience with K-2 curriculum and teaching experiences and lack of preparation for assessments of 1st and 2nd graders. There were also multiple comments expressed over completers from 2017 through 2020 about the lack of experience with K-2 curriculum and practicum experiences which contributed to completers feeling unprepared for teaching K-2nd grade classes during their student teaching experiences.

Completers of the redesigned 2020-2021 Early Childhood Survey with open-ended responses did not report on the strength of their teacher education program in creating productive learning environments.

Program completer closed-ended (multiple-choice) question responses:

Completer responses ($n=53$) from the 2017-2020 surveys reported how well completers were prepared for student teaching.

Rated Item(s)	Total	Distribution %				Avg	Median	Mode	SD
		1	2	3	4				
How well prepared were you for your student teaching field experience?	53	3.77%	15.09%	45.28%	35.85%	3.13	3	3	0.8

Completer responses ($n=13$) on the redesigned 2020-2021 Early Childhood Completer Survey reported their preparedness on two questions related to creating productive learning environments. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to use professional strategies to create productive learning environments in a variety of school contexts?	13	0.0%	0.0%	0.0%	53.85%	46.15%	4.46	4	4	0.5
How well prepared were you to utilize (incorporate) technology to create a productive learning environment?	13	0.0%	0.0%	0.0%	46.15%	53.85%	4.54	5	5	0.5
Total	26	0.0%	0.0%	0.0%	50.0%	50.0%	4.5	4.5	4.5	0.5

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

Completer responses ($n=12$) from the 2-year Follow-up Graduates Survey of 2018 graduates on recommendations related to creating and developing supportive learning environments. Multiple students reported comments related to this topic reporting the need for the program to incorporate more technological instruction “virtual instruction, designing lessons to a virtual and hybrid environment” and for the provision of information on google platforms and other evaluation platforms.

For S2 aspect c - Completer responses ($n=1$) on the redesigned 2020-2021 Early Childhood Completer Survey assessed teachers on five questions. Results indicated teachers' responses to how prepared they were, how confident they felt, and the importance of each question. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

1. Teachers' preparedness, confidence, and importance of creating productive learning environments and use of strategies to develop productive learning environments in a variety of school contexts.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Confidence	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Importance	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Total	3	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0*

*SD equals zero as there is one response.

2. Teachers' preparedness, confidence, and importance of organizing resources, materials, and physical space to support the active engagement of students.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Confidence	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Importance	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Total	3	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0*

*SD equals zero as there is one response.

3. Teachers' preparedness, confidence, and importance of utilizing technology to positively affect student learning.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	100.0%	0.0%	0.0%	3	3	3	0
Confidence	1	0.0%	0.0%	100.0%	0.0%	0.0%	3	3	3	0
Importance	1	0.0%	0.0%	100.0%	0.0%	0.0%	3	3	3	0
Total	3	0.0%	0.0%	100.0%	0.0%	0.0%	3	3	3	0*

*SD equals zero as there is one response.

4. Teachers' preparedness, confidence, and importance of how to analyze and interpret assessment data.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Confidence	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0

Importance	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Total	3	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0*

*SD equals zero as there is one response.

5. Teachers' preparedness, confidence, and importance of designing assessment tools that are valid and reliable.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	100.0%	0.0%	0.0%	3	3	3	0
Confidence	1	0.0%	0.0%	100.0%	0.0%	0.0%	3	3	3	0
Importance	1	0.0%	0.0%	100.0%	0.0%	0.0%	3	3	3	0
Total	3	0.0%	0.0%	100.0%	0.0%	0.0%	3	3	3	0*

*SD equals zero as there is one response.

Employer survey responses:

The employer survey did not ask about completers' ability to create productive learning environments as this was not required by our previous accreditor.

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

Program completer open-ended question responses:

Survey results with open-ended questions did not reflect support for students' growth in international and global perspectives as this was not required by our previous accreditor.

The redesigned 2020-2021 Early Childhood Survey with open-ended responses did not elicit any responses on this aspect.

Program completer closed-ended (multiple-choice) question responses:

Completer responses to multiple-choice questions from 2017-2020 did not reflect support for students' growth in international and global perspectives as this was not required by our previous accreditor.

Completer responses on the redesigned 2020-2021 Early Childhood Completer Survey have reported preparedness on two questions. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage and support learners' in developing worldwide perspectives that differed from their own community?	13	0.00%	0.00%	23.08%	53.85%	23.08%	4	4	4	0.68
How well prepared were you to engage and support	13	0.00%	0.00%	23.08%	46.15%	30.77%	4.08	4	4	0.73

learners' own worldwide perspectives?										
Total	26	0.00%	0.00%	23.08%	50.00%	26.92%	4.04	4	4	0.71

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

Completer responses ($n=12$) from the 2-year Follow-up Graduates Survey of 2018 graduates had only one teacher reporting on an issue related to supporting students' growth in international and global perspectives. The teacher commented on the need to provide "coursework that provides instruction for teaching students of multicultural and diverse backgrounds."

For S2 aspect d - Completer responses ($n=1$) on the redesigned 2020-2021 Early Childhood Completer Survey assessed teachers on one question. Results indicated teachers' responses to how prepared they were, how confident they felt, and the importance of the question. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Teachers' preparedness, confidence, and the importance of supporting students' growth in international and global perspectives.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Confidence	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Importance	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Total	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0*

*SD equals zero as there is one response.

Employer survey responses:

The employer survey did not ask about completers' growth in international and global perspectives as this was not required by our previous accreditor.

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

Program completer open-ended question responses:

Completer survey results of the 2017-2020 Early Childhood Completer Surveys with open-ended responses reported positively on the many opportunities made available to them related to professional growth, self-assessment, goal-setting, and reflective practice. Also, students enjoyed the guest speakers and their insights into the teaching experience." Students remarked positively on the support they received from faculty to develop their skills including critical thinking abilities and reflect on their learning.

The redesigned 2020-2021 Early Childhood Survey with open-ended responses did not specifically ask completers about their professional growth, self-assessment, goal -setting or reflective practice. However, one completer remarked on "recommend for future graduates that more goal setting be done in class so that as teachers we will be prepared and taught what are reachable goals to meet."

Program completer closed-ended (multiple-choice) responses:

Completer survey results with closed-ended questions from 2017-2020 asked completers two questions related to their preparedness to continue their own professional development in the

future and preparedness to adapt professional practice in the future. Responses were reported using scaled responses dependent on the question (4=Well prepared, 3=Adequately prepared, 2=Somewhat prepared, 1=Slightly prepared) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %				Avg	Median	Mode	Standard Deviation
		1	2	3	4				
How well prepared are you to continue your own professional development in the future?	53	0.00%	0.00%	28.30%	71.70%	3.72	4	4	0.45
How well prepared are you to adapt your professional practice as needed in the future?	53	0.00%	1.89%	28.30%	69.81%	3.68	4	4	0.51

Completer responses on the redesigned 2020-2021 Early Childhood Completer Survey have reported their preparedness on two questions. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage in professional goal setting and reflective practice?	13	0.0%	0.0%	15.38%	38.46%	46.15%	4.31	4	5	0.72
How well prepared were you to continue your own professional growth?	13	0.0%	0.0%	7.69%	38.46%	53.85%	4.46	5	5	0.63
Total	26	0.0%	0.0%	11.54%	38.46%	50.00%	4.38	4.5	5	0.68

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

There is no data to report from the 2017-2020 surveys for this aspect as the previous national accreditor did not require this information.

For S2 question e - Completer responses ($n=1$) on the redesigned 2020-2021 Early Childhood Completer Survey assessed teachers on two questions. Results indicated teachers' responses to how prepared they were, how confident they felt, and the importance of the question. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

1. Teachers' preparedness, confidence, and importance of the opportunity to engage in self-assessment and professional growth.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	100.0%	0.0%	0.0%	3	3	3	0
Confidence	1	0.0%	0.0%	100.0%	0.0%	0.0%	3	3	3	0
Importance	1	0.0%	0.0%	100.0%	0.0%	0.0%	3	3	3	0
Total	1	0.0%	0.0%	100.0%	0.0%	0.0%	3	3	3	0*

*SD equals zero as there is one response.

2. Teachers' preparedness, confidence, and importance of the opportunity to establish goals for their own professional growth, engage in self-assessment, and reflective practice.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Confidence	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Importance	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Total	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0*

*SD equals zero as there is one response.

Employer survey responses:

There is no data to report from the 2018 survey for this aspect as the previous national accreditor did not require this information.

Aspect 2f. Collaboration to Support Professional Learning

Program completer open-ended question responses:

Completer survey comments from 2017-2020 indicated completers felt that faculty provided strong support and multiple opportunities for collaboration which supported their professional growth and learning.

The redesigned 2020-2021 Early Childhood Survey with open-ended responses did not ask any specific questions related to this aspect.

Program completer closed-ended (multiple-choice) question responses:

Completer survey results from 2017-2020 did not ask any specific questions related to this aspect.

Completer responses on the redesigned 2020-2021 Early Childhood Completer Survey have reported on one question pertaining to this aspect.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How often were you given the opportunity to engage with other students to	13	0.00%	0.00%	7.69%	30.77%	61.54%	4.54	5	5	0.63

support each other's professional learning?										
Total	13	0.00%	0.00%	7.69%	30.77%	61.54%	4.54	5	5	0.63

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

There is no data to report from the 2017-2020 surveys for this aspect as the previous national accreditor did not require this information.

For S2 aspect f - Completer responses ($n=1$) on the redesigned 2020-2021 Early Childhood Completer Survey assessed teachers on one question. Results indicated teachers' responses to how prepared they were, how confident they felt, and the importance of the question.

Teachers' preparedness, confidence, and importance of collaborating to support professional learning.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Confidence	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Importance	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Total	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0*

*SD equals zero as there is one response.

Employer survey responses:

There is no data to report from the 2018 survey for this aspect as the previous national accreditor did not require this information.

Conclusion:

Most respondents commented on their preparedness to engage in professional practice to support learners' success. However, there were few comments directly related to completers' ability to engage in culturally responsive practices and practices involved with a global or international perspective. The scarcity of responses can be related to the lack of questions asked of completers and employers on the specific topic of engagement in the local school and cultural communities, engaging in culturally responsive practices, and measuring students' growth in the development of an international and global perspective. Through this self-study process and moving from the other accreditor to AAQEP we are revising our surveys to better align with AAQEP standards. This is an area of intervention this process helped us to identify. The completer surveys have been redesigned and additional questions have been added to better capture the students' awareness, understanding, and engagement in these important professional practices.

The Employer survey and the 2-year Graduate survey have also been redesigned to include the individuals' measurement of engaging in the local school and cultural communities, awareness, understanding and engagement in culturally appropriate practices. and development of an international and global perspective local school and cultural communities. The number of employer responses is also low. To collect more information on program completers, a new database of employer information has been developed which will enable a significant increase in the number of employers receiving surveys.

Completers responding to our designed surveys reported they were very satisfied with the opportunities provided throughout their coursework and training that encouraged their professional development and their ability to create and develop productive learning

environments. Completers also commented on the positive, supportive, and caring relationships with faculty, advisors, cooperating teachers, and supervisors.

Completers did express negative comments about the lack of experience with K-2 curriculum and teaching experiences and lack of preparation for assessments of 1st and 2nd graders. There were also multiple comments expressed over completers from 2017 through 2020 about the lack of experience with K-2 curriculum and practicum experiences which contributed to completers feeling unprepared for teaching K-2nd grade classes during their student teaching experiences.

Elementary Education

Participants

- 185 program completers reported their responses on the Elementary Education Completer Survey Open-Ended responses 2015-2020
49 program completers reported their responses on the Completer Open-Ended Survey 2020-2021
- 208 completers reported their responses on the Elementary Education Survey Results of 2015-2020
55 program completers reported their responses on the newly designed Elementary Education Completer Survey 2020-2021
- 12 program completers reported their responses on the 2018 2-year Follow-up Graduate Survey of Responses.
9 program completers reported their responses on the newly designed 2019 2-year Follow-up Graduate Survey of Responses assessing completers' preparedness, confidence, and importance of each of 12 aspects. Nine completers reported on their preparation, confidence, and importance of proficiency in their subject matter.
- 8 employers of completers responded to the 2018-2020 surveys' multiple-choice questions and two open-ended 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.

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

Program completer open-ended question responses:

Completer survey results of the 2017-2020 Elementary 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. Completors found their placements incorporating urban settings were helpful as it allowed insight into school communities' differences in resources, student achievement, and expectations of students leading to understanding of the local community.

On the 2020-2021 survey completers did not comment on this aspect.

Recommendations for improvement and strengthening the program include "... many major problems that are present in America's education system were not addressed, and no guidance was given for how to tackle these tough problems in our careers. These problems, such as racist curriculum in our schools, inequity of access to technology in high poverty areas, lack of support for English Language Learners, and a heavy focus on standardized testing are real and pressing obstacles."

Program completer closed-ended (multiple choice questions) responses:

There is no data to report from the 2015-2020 surveys for this aspect as the previous national accreditor did not require this information.

Completer responses ($n=55$) on the redesigned 2020-2021 Elementary Education Completer Survey have reported their preparedness on two questions using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage with community agencies to support families/guardians/caregivers and students?	55	0.00%	12.73%	32.73%	50.91%	3.64%	3.45	4	4	0.76
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?	55	3.64%	12.73%	38.18%	38.18%	7.27%	3.33	3	3.4	0.92
Total	110	1.82%	12.73%	35.45%	44.55%	5.45%	3.39	3.5	4	0.84

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

Teacher responses ($n=12$) from the 2-year Follow-up Graduates Survey of 2018 graduates had no teachers reporting recommendations to improve the program.

The redesigned 2-year Follow-up Graduate Survey assessed teachers on how prepared they were, how confident they felt, and the importance of multiple questions aligned with S2 aspects a-f.

For S2 aspect a – Teacher responses ($n=9$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers on one question. Results indicated teachers' responses to how prepared they were, how confident they felt, and the importance of the question. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Teachers' preparedness, confidence, and importance of knowledgeably engaging in the local school and cultural communities and fostering relationships with families/caretakers/guardians.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	9	11.1%	11.1%	66.6%	11.1%	0.0%	2.77	3	3	0.79
Confidence	9	0.0%	11.1%	55.5%	33.3%	0.0%	3.22	3	3	0.63
Importance	9	0.0%	0.0%	33.3%	33.3%	33.3%	4	4	4	0.82
Total	27	3.7%	7.4%	51.85%	25.92%	11.1%	3.33	3	3	0.90

Employer survey responses:

Employers reported that 33% ($n=2$) of teachers always demonstrated a leadership role when working with families and 50% ($n=4$) only occasionally were able to demonstrate a leadership role and/or become an agent of change with families in the school community.

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

Open-ended question responses:

Completer survey results of the 2017-2020 Elementary Education Completer Surveys with open-ended responses reporting on culturally responsive education practices in diverse cultural and socioeconomic community contexts. Few students reported on their experiences however, their comments were positive experiences in urban settings and suggested that more coursework and exposure to diverse learners including English language learners is desired. Two students commented positively on their inner-city placements expressing the “program did an exceptional job in teaching about diversity and cultural competency.”

Comments on improving and strengthening the program: On the 2020-2021 survey one student commented on culturally responsive educational practices “... many major problems that are present in America’s education system were not addressed, and no guidance was given for how to tackle these tough problems in our careers. These problems, such as racist curriculum in our schools, inequity of access to technology in high poverty areas, lack of support for English Language Learners, and a heavy focus on standardized testing are real and pressing obstacles.” Another student commented, “I would recommend more diversity classes and a class for interacting with parents and families. I feel as though these topics are only talked about when professors are asked questions.”

Program completer closed-ended (multiple choice) question responses:

Completer responses ($n=208$) to two closed-ended questions from the 2017-2020 surveys pertaining to this aspect. 1=Slightly prepared 2= Somewhat prepared, 3= Adequately prepared, 4=Well prepared

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
How well prepared are you to support the learning of all students in a diverse learning community?	208	0.00%	7.69%	47.60%	44.71%	3.37	3	3	0.62

Completer responses ($n=55$) on the redesigned 2020-2021 Elementary Education Completer Survey have reported their preparedness on two questions. Scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) were tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared are you to understand the educational and developmental needs of diverse learners?	55	0.0%	7.27%	7.27%	56.36%	29.09%	4.07	4	4	0.81
How well prepared were you to design and engage in	55	1.8%	3.64%	7.27%	65.45%	21.82%	4.02	4	4	0.77

culturally responsive educational practices with diverse learners in diverse community contexts?										
Total	110	0.91%	5.45%	7.27%	61.82%	24.55%	4.04	4	4	0.79

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

One completer of the 2-year Follow-up Graduates Survey of 2018 recommended increasing the coursework that “provides instruction for teaching students of multicultural and diverse backgrounds.”

For S2 aspect b – Completer responses ($n=9$) on the redesigned 2-year Follow-up Completer Program survey assessing teachers on two questions indicated teachers’ responses on how prepared they were, how confident they felt, and the importance of the question. Scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) were tallied to report percentages, average, median, and standard deviation.

1. *Teachers’ preparedness, confidence, and importance of knowledgeably engaging, and fostering relationships with families/guardians/caretakers of culturally diverse learners.*

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	9	11.1%	0.0%	33.3%	55.5%	0.0%	3.33	4	4	0.94
Confidence	9	11.1%	0.0%	44.4%	33.3%	11.1%	3.33	3	3	1.05
Importance	8*	11.1%	0.0%	22.2%	22.2%	33.3%	3.75	4	5	1.30
Total	26	11.54%	0.0%	34.62%	38.46%	15.38%	3.46	4	4	1.12

*Only 8 responses were received

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

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	9	22.2%	0.0%	22.2%	55.5%	0.0%	3.11	4	4	1.20
Confidence	9	11.1%	0.0%	33.3%	55.5%	0.0%	3.33	4	4	0.94
Importance	9	0.0%	0.0%	22.2%	22.2%	55.5%	4.33	5	5	0.82
Total	27	11.11%	0.0%	25.92%	38.46%	15.38%	3	3	3	1.12

Employer survey responses:

Employers ($n=6$) reported that 65% of URI teachers were always able to support the learning of all students in a diverse learning community.

Aspect 2c. Creating and Developing Productive Learning Environments

Program completer open-ended question responses:

2017-2020 program completers reported the URI program has many strengths in helping completers create and develop productive learning environments. Program experiences including

coursework, multiple opportunities to engage in educational settings, and getting into the field early during their education.

The 2020-2021 survey with open-ended responses reported completers' perceptions of the strength of their teacher education program and their recommendations for improving or strengthening the program for future graduates. Students' comments on the creation of productive learning environments included, "Another strength of this program is having us use various platforms and technologies in our classes before we got to our student teaching because it gave me a platform to jump off."

Recommendations for improvement or strengthening the program: Completers felt that delays in receiving student teaching placements negatively impacted their experiences causing frustration and undue stress. Several students desire to increase student teaching to a full year and be afforded more settings. Problems arose with issues of communication between students and faculty including delays in receiving and sending communication, and unresponsiveness by faculty which negatively impacted the creation of a productive learning environment for completers.

Program completers closed-ended (multiple-choice) question responses:

Completer responses ($n=208$) related to how well completers were prepared for student teaching 48.08% reported being adequately prepared and 33.65% reported being well prepared. 4=Well prepared, 3=Adequately prepared, 2= Somewhat prepared, 1= Slightly prepared

Rated Item(s)	Total	Distribution %				Avg	Median	Mode	SD
		1	2	3	4				
How well prepared were you for your student teaching field experience?	208	0.96%	17.31%	48.08%	33.65%	3.14	3	3	0.73

Completer responses ($n=55$) on the redesigned 2020-2021 Elementary Education Completer Survey have reported their preparedness on two questions. Scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) were tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to use professional strategies to create productive learning environments in a variety of school contexts?	55	0.0%	1.82%	14.55%	58.18%	25.45%	4.07	4	4	0.68
How well prepared were you to utilize (incorporate) technology to create a productive learning environment?	55	0.0%	0.0%	12.73%	49.09%	38.18%	4.25	4	4	0.67
Total	110	0.0%	1.00%	13.64%	53.64%	31.83%	4.16	4	4	0.68

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

Completers of the 2-year Follow-up Graduates Survey of 2018 recommended URI students should receive more instruction in the use of digital technology in the classroom including creating virtual learning environments and using digital tools including technology for assessment and grading purposes.

For S2 question c – Completer responses ($n=9$) on the redesigned 2020-2021 Elementary Education Teacher Survey to five questions asking teachers' responses to how prepared they were, how confident they felt, and the importance of each question. Scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) were tallied to report percentages, average, median, and standard deviation.

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

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	9	0.0%	22.2%	22.2%	44.4%	11.1%	3.44	4	4	0.96
Confidence	9	11.1%	11.1%	11.1%	66.6%	0.0%	3.33	4	4	1.05
Importance	9	0.0%	0.0%	0.0%	33.3%	66.6%	4.67	5	5	0.47
Total	27	3.70%	11.1%	11.1%	48.14%	25.92%	3.81	4	4	1.06

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

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	9	11.1%	0.0%	33.3%	44.4%	11.1%	3.44	4	4	1.07
Confidence	9	11.1%	0.0%	22.2%	66.6%	0.0%	3.44	4	4	0.96
Importance	9	11.1%	0.0%	22.2%	11.1%	55.5%	4	5	5	1.33
Total	27	11.1%	0.0%	25.92%	40.74%	22.22%	3.63	4	4	1.16

3. Utilize technology to positively affect student learning.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	9	11.1%	22.2%	11.1%	44.4%	11.1%	3.44	4	4	1.07
Confidence	9	11.1%	0.0%	22.2%	66.6%	0.0%	3.44	4	4	0.96
Importance	9	11.1%	0.0%	22.2%	44.4%	22.2%	4	5	5	1.33
Total	27	11.1%	7.4%	18.52%	51.85%	11.1%	3.44	4	4	1.13

4. Understand how to analyze and interpret assessment data.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	9	11.1%	11.1%	44.4%	22.2%	11.1%	3.22	3	3	1.17
Confidence	9	11.1%	0.0%	44.4%	33.3%	11.1%	2.55	3	3	0.83

Importance	9	22.2%	0.0%	22.2%	44.4%	11.1%	3.22	4	4	1.31
Total	27	14.81%	3.70%	37.03%	33.33%	11.1%	3.22	3	3	1.17

5.Design assessment tools that are valid and reliable

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	9	11.1%	11.1%	44.4%	33.3%	0.0%	3.0	3	3	0.94
Confidence	9	11.1%	11.1%	44.4%	33.3%	0.0%	3.0	3	3	0.94
Importance	9	0.0%	0.0%	44.4%	22.2%	33.3%	3.88	4	3	0.87
Total	27	7.4%	7.4%	44.44%	29.63%	11.1%	3.30	3	3	1.01

Employer survey responses:

The employer survey did not ask about completers' ability to create productive learning environments as this was not required by our previous accreditor.

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

Open-ended question responses:

There is no data to report from the 2015-2020 surveys for this aspect as the previous national accreditor did not require this information.

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 our previous national accreditor did not require this information.

S2 aspect d - Completer responses on the redesigned 2020-2021 Early Childhood Completer Survey have reported preparedness on two questions. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage and support learners' in developing worldwide perspectives that differed from their own community?	55	1.82%	9.09%	14.55%	54.54%	20.0%	3.82	4	4	0.92
How well prepared were you to engage and support learners' own worldwide perspectives?	55	1.82%	8.18%	16.36%	52.73%	21.82%	3.85	4	4	0.9
Total	110	1.82%	8.18%	15.45%	53.64%	20.91%	3.85	4	4	0.93

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

There is no data to report from the 2015-2020 surveys for this aspect as the previous national accreditor did not require this information.

For S2 aspect d – Completer responses (n=9) on the redesigned 2020-2021 Elementary Education Teacher Survey asking teachers’ responses to how prepared they were, how confident they felt, and the importance of the question. Scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) were tallied to report percentages, average, median, and standard deviation.

Teachers’ preparedness, confidence, and the importance of supporting students’ growth in international and global perspectives.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	9	11.1%	11.1%	44.4%	33.3%	0.0%	3.0	3	3	0.94
Confidence	9	11.1%	11.1%	33.3%	44.4%	0.0%	3.1	3	4	0.99
Importance	9	11.1%	11.1%	11.1%	33.3%	33.3%	3.9	4	-	1.21
Total	27	11.1%	11.1%	29.64%	37.04%	11.1%	3.26	3	4	1.14

Employer survey responses:

There is no data to report for 2017-2020 as the previous national accreditor did not require this information.

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

Open-ended question responses:

Completer survey results of the 2017-2021 Elementary Education Completer Surveys with open-ended responses reported positively on issues related to professional growth, self-assessment, goal-setting, and reflective practice. Overall, students were pleased with professors who had work experience outside of URI as they felt it helped their professional growth. Students commented positively on the multiple opportunities afforded them for professional development and goal setting.

Completers’ perceptions of the strength of their teacher education program and their recommendations for improving or strengthening the program for future graduates included, “This program allowed me to grow as a future educator. It allowed me to practice and build new knowledge on how to engage and support learners in the most effective ways...I really learned a lot from multiple teachers in my district and couldn't have asked for a better experience.”

Recommendations for improvement or strengthening the program included having additional time and opportunities for professional development including a mentorship program for students. A recurring issue for completers was of out-of-state program completers who reported lacking information on the licensing process outside of Rhode Island which hampered their professional development.

Program completer closed-ended question responses:

Completer survey results (n=208) with closed-ended questions from 2017-2020 asked completers two questions related to their preparedness to continue their own professional development in the future and preparedness to adapt professional practices in the future. Scaled responses dependent on the question (4=Well prepared, 3=Adequately prepared, 2=Somewhat prepared, 1=Slightly prepared) were tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %				Avg	Median	Mode	SD
		1	2	3	4				
How well prepared are you to continue your own professional development in the future?	208	0.00%	3.37%	31.73%	64.90%	3.62	4	4	0.55
How well prepared are you to adapt your professional practice as needed in the future?	208	0.00%	3.37%	28.85%	67.79%	3.64	4	4	0.54

Completer responses on the redesigned 2020-2021 Elementary Education Completer Survey have reported their preparedness on two questions. Scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) were tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage in professional goal setting and reflective practice?	55	0.0%	1.82%	12.73%	49.09%	36.36%	4.2	4	4	0.72
How well prepared were you to continue your own professional growth?	55	0.0%	1.82%	3.64%	52.73%	41.82%	4.35	4	4	0.64
Total	110	0.0%	1.82%	8.18%	50.90%	39.09%	4.27	4	4	0.69

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

Results from the 2-year Follow-up Graduates Survey of 2018 had only one teacher reporting on professional growth, self-assessment, goal-setting, and reflective practice commenting that her teachers did an excellent job in preparing her for the interview and portfolio process and providing a “great deal of career services and resources.”

For S2 aspect e - Completer responses ($n=9$) on the redesigned 2020-2021 Elementary Education Teacher Survey on how prepared they were, how confident they were, and the importance of two questions. Scaled responses (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) were tallied to report percentages, average, median, and standard deviation.

1. Teacher's opportunity to engage in self-assessment and professional growth.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	8*	11.1%	0.0%	22.2%	33.3%	22.2%	3.63	4	4	1.22
Confidence	8*	11.1%	0.0%	22.2%	22.2%	33.3%	3.75	4	5	1.30
Importance	8*	11.1%	0.0%	11.1%	0.0%	66.6%	4.25	5	5	1.39
Total	24*	12.5%	0.0%	20.83%	20.83%	45.83%	3.88	4	5	1.33

*Only 8 responses were received for each category

2. Teachers' opportunity to establish goals for their own professional growth, engage in self-assessment, and reflective practice.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	9	11.1%	0.0%	33.3%	44.4%	11.1%	3.44	4	4	1.07
Confidence	9	11.1%	11.1%	22.2%	44.4%	11.1%	3.33	4	4	1.15
Importance	9	11.1%	11.1%	11.1%	33.3%	33.3%	3.67	4	-	1.33
Total	27	11.1%	7.4%	22.2%	40.74%	18.52%	3.48	4	4	1.20

Employer survey responses:

Employers reported 50% of teachers have considerably improved their understanding of professional standards since becoming a teacher at the employer's school.

Aspect 2f. Collaboration to Support Professional Learning

Open-ended questions:

Completer survey results from 2017-2020 surveys reported on the question on collaboration to support professional learning. A completer commented on the many opportunities for sharing ideas and experiences which contributed to her overall learning experience. Overall, completers expressed satisfaction with the faculty's ability to provide collaborative learning environments.

Recommendations for strengthening or improving the program were numerous from the 2017-2021 surveys including "I would recommend having peer mentors through the process. It would be helpful to have someone who just completed the experience available to ask questions or get advice from. It would also be helpful to have a mini-course on interview skills and an introduction to the multiple resources that are available for teachers to access."

Program completer closed-ended (multiple-choice) questions:

Completer survey results from 2017-2020 did not ask specific questions related to this aspect as it was not required by our previous national accreditor.

For S2 aspect f - Completer responses ($n=55$) on the redesigned 2020-2021 Elementary Education Teacher Survey that asked teachers to report their preparedness on one question. Scaled responses (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) were tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How often were you given the opportunity to engage with other students to support each other's professional learning?	55	0.00%	5.45%	12.73%	52.73%	29.09%	4.05	4	4	0.80
Total	55	0.00%	5.45%	12.73%	52.73%	29.09%	4.05	4	4	0.80

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

There is no data to report from the 2017-2020 surveys for this aspect as the previous national accreditor did not require this information.

Survey results ($n=9$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance of collaborating to support professional learning.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	9	11.1%	11.1%	33.3%	22.2%	22.2%	3.33	3	3	1.25
Confidence	9	0.0%	11.1%	22.2%	44.4%	22.2%	3.78	4	4	0.92
Importance	9	0.0%	11.1%	22.2%	22.2%	44.4%	4.0	4	5	1.05
Total	27	3.7%	11.1%	25.93%	29.62%	29.62%	3.70	4	-	1.12

Employer survey responses:

There is no data to report from the 2018 survey for this aspect as the previous national accreditor did not require this information.

3a/b Coherent Curriculum with Clear Expectations and Field Experiences

Completer responses on the redesigned Elementary Education Completer Survey reported on two questions pertaining to this aspect. 5=Systematically and throughout the curriculum, 4=Very often, 3=Regularly, 2=Not often, 1=Not at all

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How often did the curriculum set clear expectations that were aligned to state and national standards?	55	0.0%	1.82%	18.18%	43.64%	36.36%	4.15	4	4	0.77
How often did the program implement quality field experiences?	55	0.0%	3.64%	16.36%	41.82%	38.18%	4.15	4	4	0.82

Conclusion:

Overall program completers report positive attitudes towards URI faculty's support of teacher learning with completers crediting various faculty with guidance in becoming excellent teachers. One area of concern was the difficulties faced by completers with delayed student teaching placements and practicum experiences. At times placements were seen as inappropriate, not meeting completer's needs, or placing undue hardship on completers. Placements requiring a car, sites that were more than 45 minutes from campus, and the costs associated with giving up employment to teach full-time were a concern.

The scarcity of responses can be related to the lack of specific questions asked of completers on practices with culturally diverse communities of learners and their families. The number of employer responses is also low. To collect more information on program completers, a new database of employer information has been developed which will enable a significant increase in the number of employers receiving surveys.

The completer surveys have been redesigned and additional questions have been added to better capture the students' awareness, understanding, and engagement in these important professional practices. The Employer survey and the 2-year Graduate survey have also been redesigned to include the individuals' measurement of engaging in local school and cultural communities, awareness, understanding, and engagement in culturally appropriate practices, and development of an international and global perspective local school and cultural communities.

Health and Physical Education (HPE)

Participants

- 56 program completers reported their responses on the HPE Completer Survey responses 2017-2020.
- 1 program completers reported their responses on the HPE Multiple Choice Question Survey Results of 2019-2020. Prior cohorts were not surveyed.
14 program completers reported their responses on the newly designed HPE Completer Survey 2020-2021.
Datum from the two surveys was not disaggregated therefore (n=15).
- 1 graduate reported their responses on the 2018 2-year Follow-up Graduate Survey of Responses utilizing multiple-choice questions with a scaled response. Prior cohorts were not surveyed.
6 graduates of the 2019 cohort reported their responses on the newly designed 2019 Teacher Survey.
- 6 employers of completers responded to the 2018-2020 survey's multiple-choice questions and two open-ended questions about URI teachers' impact on students

Findings

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

Program completer open-ended question responses:

The HPE Program Completer Survey with open-ended responses reported on completers' understanding and engagement in the local school and cultural communities and communication and fostering relationships with families/guardians/caregivers. Positive responses by students indicated their "value of the diverse schools and settings URI uses for practicum and student teaching placements" and "being able to work with students and families was an incredibly rewarding experience."

There were no negative responses reported for the completer cohorts 2017-2020.

Program completer closed-ended (multiple choice) responses:

There is no data to report from the 2017-2020 surveys as the previous national accreditor did not require this information.

For S2 aspect a - Completer responses ($n=15$) on the redesigned 2020-2021 Health and Physical Education Completer Survey reported on their preparedness were recorded on two questions on two questions using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage with community agencies to support families/guardians/caregivers and students?	15	13.33%	20.0%	6.67%	40.0%	20.0%	3.33	4	4	1.35
How often were you given the opportunity to engage in reflective practice about	15	13.33%	20.0%	6.67%	46.67%	13.33%	3.27	4	4	1.20

engaging with families/guardians/caretakers of culturally diverse or developmentally atypical diverse learners?										
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Teacher surveys (2-year follow up of graduates) responses:

Completer survey results (n=6) from the 2-year Follow-up Graduates Survey of 2019 graduates reflected AAQEP Completer Growth and Competency Standard 2.

For S2 aspect a – Teacher responses (n=6) from the redesigned 2-year Follow-up Completer Program survey assessing teachers on one question. Results indicated teachers’ responses to how prepared they were, how confident they felt, and the importance of the question. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Teachers’ preparedness, confidence, and importance of knowledgeably engaging in the local school and cultural communities and fostering relationships with families/caretakers/guardians.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	6	0.0%	0.0%	16.7%	50.0%	33.3%	4.17	4	4	0.69
Confidence	6	0.0%	16.7%	0.0%	33.3%	50.0%	4.17	4.5	5	1.07
Importance	6	0.0%	0.0%	16.7%	33.3%	50.0%	4.33	4.5	5	0.75
Total	18	0.0%	5.55%	11.11%	38.89%	44.44%	4.22	4	5	0.85

Employer survey responses:

Employers (n=6) responded to the question, “How often has the teacher demonstrated a leadership role and/or become an agent of change with families in the school community?” 33.33% of employers reported always, 50% reported frequently and 16.67% reported the teacher only occasionally acted as an agent of change with families in the community.

In response to the change of national accreditors to AAQEP, for the 2020-2021 survey, the questions were amended to:

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

60% of employers reported our teachers were always prepared, and 40% reported completers were frequently prepared.

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

Two (33.3%) of the employers reported the teacher was frequently prepared and four (66.6%) of employers 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. Positive responses from students included, “URI’s HPE program heavily promotes full inclusion within a classroom and prepared me to support the learning of ALL students within a diverse learning community.”

Some program completers recommended they receive more preparation on how to teach a diversity of learners.

Program closed-ended (multiple choice) question responses:

Completer responses ($n=56$) to two closed-ended questions from the 2017-2020 surveys pertaining to this aspect. 1=Slightly prepared 2= Somewhat prepared, 3= Adequately prepared, 4=Well prepared

Rated Item(s)	Total	Distribution %				Avg	Median	Mode	SD
		1	2	3	4				
How well prepared are you to support the learning of all students in a diverse learning community?	56	3.57%	8.93%	42.86%	44.64%	3.29	3	4	0.77

In 2021, two questions were added to the survey to align with AAQEP Standard 2. Completer responses ($n=15$) on the redesigned 2020-2021 survey reported their preparedness on two questions. Scaled responses dependent on the question (4=Well prepared, 3=Adequately prepared, 2=Somewhat prepared, 1=Slightly prepared) were tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %				Avg	Median	Mode	SD
		1	2	3	4				
How well prepared are you to understand the educational and developmental needs of diverse learners?	15	0.00%	13.33%	46.67%	40.0%	3.27	3	3	0.68
How well prepared are you to design and engage in culturally responsive educational practices with diverse learners in diverse community contexts?	15	13.33%	13.33%	40.0%	33.33%	2.93	3	3	1.00
Total	30	6.67%	13.33%	43.33%	36.67%	3.1	3	3	0.87

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

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

For S2 question b - Completer responses ($n=6$) on the redesigned 2-year Follow-up Completer Program survey aligning with AAQEP Standard 2 professional competencies. assessing teachers on two questions indicated teachers’ responses on how prepared they were, how confident they felt, and the importance of the question. Scaled responses (5=extremely, 4=well, 3=neutral,

2=somewhat, 1=not at all) were tallied to report percentages, average, median, and standard deviation.

1. Teachers' preparedness, confidence, and importance of knowledgeably engaging, and fostering relationships with families/guardians/caretakers of culturally diverse learners.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	6	0.0%	0.0%	0.0%	33.33%	66.66%	4.67	5	5	0.47
Confidence	6	0.0%	0.0%	0.0%	33.33%	66.66%	4.67	5	5	0.47
Importance	6	0.0%	0.0%	0.0%	33.33%	66.66%	4.67	5	5	0.47
Total	18	0.0%	0.0%	0.0%	33.33%	66.66%	4.67	5	5	0.47

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

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	6	0.0%	16.67%	0.0%	50.0%	33.33%	4.0	4	4	1.0
Confidence	6	0.0%	0.0%	0.0%	66.66%	33.33%	4.33	4	4	0.47
Importance	6	0.0%	0.0%	0.0%	33.33%	66.66%	4.67	5	5	0.47
Total	18	0.0%	5.55%	0.0%	50.0%	44.44%	4.33	4	4	0.75

Employer survey responses:

Employers ($n=6$) responding to the question, "How often has the teacher supported the learning of all students in a diverse learning community?" reported 33.33% of URI teachers always support students within a diverse learning community, 50% do so frequently, and 16.67% occasionally support students in a diverse learning community.

Aspect 2c. Creating and Developing Productive Learning Environments

Program completer open-ended question responses:

Completers reported the URI program has many strengths in helping completers create and develop productive learning environments. Program experiences including coursework including methods courses, knowledgeable and supportive faculty, and adequate resources supporting their learning. Students reported, "advisors and supervisors were very helpful," "I felt well informed and practiced a variety of skills," and "the activities class gives you ideas for activities to use in your own classes."

Completers' recommendations for improvement included learning more and varied forms of technology to support students' learning. Requested was the need for more classes to "help us teach health" and the need "to learn how to evaluate students on health as well as physical education." In addition, completers remarked on the need for more experience with students before doing student teaching and the need for more hands-on experience and having it earlier in the program.

Program completer closed-ended (multiple choice) question responses:

Questions from the 2017-2020 completer surveys asked how well completers were prepared for student teaching. Scaled response on the question, 4=Well prepared, 3=Adequately prepared, 2=Somewhat prepared, 1=Slightly prepared.

Rated Item(s)	Total	Distribution %				Avg	Median	Mode	SD
		1	2	3	4				
How well prepared were you for your student teaching field experience?	56	3.57%	21.43%	41.07%	33.93%	3.05	3	3	0.83

In 2021 in response to moving to AAQEP accreditation, two questions were added to the survey. Completer responses ($n=15$) on the redesigned 2020-2021 Elementary Education Completer Survey have reported their preparedness on two questions. Scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) were tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to use professional strategies to create productive learning environments in a variety of school contexts?	15	0.00%	0.00%	13.33%	53.33%	33.33%	4.2	4	4	0.65
How well prepared were you to utilize (incorporate) technology to create a productive learning environment?	15	0.00%	0.00%	13.33%	60.00%	26.67%	4.13	4	4	0.62
Total	30	0.00%	0.00%	13.33%	56.67%	30.00%	4.17	4	4	0.64

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

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

For S2 question c – Completer responses ($n=6$) on the redesigned 2020-2021 Teacher Survey aligned with AAQEP Standard 2 asked teachers' responses to how prepared they were, how confident they felt, and the importance of each question. Scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) were tallied to report percentages, average, median, and standard deviation.

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

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	6	0.0%	0.0%	0.0%	33.3%	66.6%	4.67	5	5	0.47
Confidence	6	0.0%	0.0%	0.0%	33.3%	66.6%	4.67	5	5	0.47
Importance	6	0.0%	0.0%	0.0%	33.3%	66.6%	4.67	5	5	0.47
Total	18	0.0%	0.0%	0.0%	33.3%	66.6%	4.67	5	5	0.47

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

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	6	0.0%	0.0%	0.0%	50.0%	50.0%	4.5	4.5	-	0.5
Confidence	6	0.0%	0.0%	0.0%	33.3%	66.6%	4.67	5	5	0.47
Importance	6	0.0%	0.0%	0.0%	50.0%	50.0%	4.5	4.5	-	0.5
Total	18	0.0%	0.0%	0.0%	44.4%	55.5%	4.47	4	4	0.5

3. Utilize technology to positively affect student learning.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	6	0.0%	0.0%	16.7%	66.6%	16.7%	4.0	4	4	0.58
Confidence	6	0.0%	0.0%	16.7%	66.6%	16.7%	4.0	4	4	0.58
Importance	6	0.0%	0.0%	16.7%	66.6%	16.7%	4.0	4	4	0.58
Total	18	0.0%	0.0%	16.67%	66.67%	16.67%	4.0	4	4	0.58

4. Understand how to analyze and interpret assessment data.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	6	0.0%	0.0%	33.3%	50.0%	16.7%	3.83	4	4	0.69
Confidence	6	16.7%	0.0%	33.3%	33.3%	16.7%	3.33	3.5	-	1.25
Importance	6	0.0%	0.0%	33.3%	50.0%	16.7%	3.83	4	4	0.69
Total	18	5.5%	0.0%	33.3%	44.4%	16.7%	3.67	4	4	0.94

5. Design assessment tools that are valid and reliable

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	6	0.0%	0.0%	0.0%	66.6%	33.3%	4.33	4	4	0.47
Confidence	6	0.0%	0.0%	0.0%	50.0%	50.0%	4.5	-	5	0.5
Importance	6	0.0%	0.0%	0.0%	33.3%	66.6%	4.67	5	5	0.47
Total	18	0.0%	0.0%	0.0%	50.0%	50.0%	4.5	4.5	-	0.5

Employer survey responses:

Employers reported that 33.3% of URI teachers always demonstrated an ability to impact student learning positively, 50% frequently demonstrated their ability, and 16.67% occasionally demonstrated an ability to impact student learning in positive ways. For the question, "How effectively has the teacher used technology to impact student learning in the classroom?" None of the employers responded that URI teachers could do so to a great extent. 50% of employers responded considerably, and 33.33% of employers reported URI students could somewhat use technology to impact student learning. Additionally, 16.67% said URI teachers demonstrated "very little" effectiveness when using technology to impact student learning.

For the 2021 employer survey, additional questions were added in order to align with AAQEP Standard 2c - Creating and Developing Productive Learning Environments. Five employers (n=5) responded to the survey.

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

Three employers (60%) reported the teacher’s ability as excellent, and two (20%) of employers rated the teacher’s ability as above average.

2.How would you rate the teacher’s level of content knowledge in his/her/their discipline?” Two employers (40%) rated the teacher’s content knowledge as excellent, two (40%) employers rated the teacher’s content knowledge as above average, and one employer (20%) rated the teacher’s knowledge as average.

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

Program completer (open-ended) question responses:

Completer survey results of the HPE Completer Survey with open-ended responses reported on topics related to supporting students’ growth in international and global perspectives revealed only one positive student response, “the Teaching in Tanzania program provided me with the opportunity to grow as an educator outside of my comfort zone as I taught with minimal resources and allowed me to effectively collaborate with fellow educators to provide the best fit lesson for students.”

There were no negative responses or recommendations for improvement reported.

Program completer (multiple choice) question responses:

Completer survey results with multiple-choice 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.

To align with AAQEP Standard 2, in 2021 two questions were added to the survey to reflect support of students’ growth in international and global perspectives. Complete responses (n=15) were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage and support learners’ in developing worldwide perspectives that differed from their own community?	15	0.00%	13.33%	26.67%	33.33%	26.67%	3.73	4	4	1
How well prepared were you to engage	15	0.00%	6.67%	40.00%	26.67%	26.67%	3.73	4	3	0.93

and support learners' own worldwide perspectives?										
Total	30	0.00%	10.00%	33.33%	30.00%	26.67%	3.73	4	3	0.96

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

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

For S2 aspect d – Completer responses ($n=6$) on the redesigned 2020-2021 Teacher Survey asking teachers' responses to how prepared they were, how confident they felt, and the importance of the question. Scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) were tallied to report percentages, average, median, and standard deviation.

Teachers' preparedness, confidence, and the importance of supporting students' growth in international and global perspectives.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	6	0.0%	0.0%	50.0%	16.67%	33.3%	3.83	3.5	3	0.90
Confidence	6	0.0%	0.0%	33.3%	33.3%	33.3%	4.0	4	-	0.82
Importance	6	0.0%	0.0%	50.0%	16.67%	33.3%	3.83	3.5	3	0.90
Total	18	0.0%	0.0%	55.5%	22.2%	33.3%	3.89	4	3	0.8

Employer survey responses:

There was no data reported for this element on employer surveys from 2017-2020.

The Employer Survey of 2020-2021 reported on five completers' support of their students' growth in global and international perspectives. 80% ($n=4$) employers reported completers considerably support their students' growth in these areas and one employer ($n=1$) reported the completer only somewhat supports their students' growth in global and international perspectives.

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

Program completer (open-ended) question responses:

Completer survey results of the HPE 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 HPE program has is the professors/staff. They are so passionate and truly want you to thrive and become a successful teacher" and "the program challenged me to work outside of my comfort zone which forced me to grow."

Responses indicating a need for improvement included. "Having more professors who have taught in the physical education field for many years," "spending more time developing students to teach health" and "many classes were lecture style and did not engage the students as we are active learners so some of the classes were not helpful for our growth as teachers and educators."

Multiple responses indicating that having more independent teaching experiences prior to student teaching and more experience with health education would be helpful. Completers did not directly address goal-setting and reflective practice.

Program completer (multiple choice) question responses:

Completer survey results (n=56) with multiple-choice questions from 2017-2020 asked completers two questions related to their preparedness to continue their own professional development in the future. Scaled responses dependent on the question (4=Well prepared, 3=Adequately prepared, 2=Somewhat prepared, 1=Slightly prepared) were tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %				Avg	Median	Mode	SD
		1	2	3	4				
How well prepared were you for your student teaching field experience?	56	3.57%	21.43%	41.07%	33.93%	3.05	3	3	0.83
How well prepared are you to continue your own professional development in the future?	56	0.00%	7.14%	33.93%	58.93%	3.52	4	4	0.63
Total	112	1.79%	14.29%	37.5%	46.43%	3.29	3	4	0.77

Completer responses (n=15) on the redesigned 2020-2021 Completer Survey aligned with AAQEP Standard 2, have reported their preparedness on two questions. Scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) were tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage in professional goal setting and reflective practice?	15	0.00%	0.00%	13.33%	60.00%	26.67%	4.13	4	4	0.62
How well prepared were you to continue your own professional growth?	15	0.00%	0.00%	20.00%	53.33%	26.67%	4.07	4	4	0.68
Total	30	0.00%	0.00%	16.67%	56.67%	26.67%	4.1	4	4	0.65

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

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

For S2 question e - Two questions were asked of teachers on the redesigned 2-year Follow-up Completer Program survey to align with AAQEP Standard 2. Completer responded (n=6) on how prepared they were, how confident they felt, and the importance of two questions. Scaled responses (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) were tallied to report percentages, average, median, and standard deviation.

1. *Teacher's opportunity to engage in self-assessment and professional growth.*

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	6	0.0%	0.0%	16.7%	50.0%	33.3%	4.17	4	4	0.69
Confidence	6	16.7%	0.0%	0.0%	33.3%	50.0%	4.67	5	5	0.47
Importance	6	0.0%	0.0%	0.0%	0.0%	100.0%	5.0	5	5	0.0
Total	18	5.55%	0.0%	5.55%	27.7%	61.11%	4.39	5	5	1.01

2. Teachers' opportunity to establish goals for their own professional growth, engage in self-assessment, and reflective practice.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	6	0.0%	0.0%	0.0%	16.7%	83.3%	4.83	5	5	0.37
Confidence	6	0.0%	0.0%	0.0%	50.0%	50.0%	4.5	4.5	-	0.5
Importance	6	0.0%	0.0%	0.0%	16.7%	83.3%	4.83	5	5	0.37
Total	18	0.0%	0.0%	0.0%	27.77%	72.22%	4.72	5	5	0.45

Employer survey responses:

Employers were asked to evaluate URI teachers' ability to adapt his/her/their professional practice when needed to meet student needs. 33.33% of employers ($n=2$) reported URI teachers always adapted their practice, 33.33% ($n=2$) reported frequently and 33.33% ($n=2$) reported URI teachers occasionally adapted their professional practice.

For the 2020-2021 Employer survey, the question was amended to, "How often does the teacher establish goals for their own professional learning?" Three employers (60%) reported the teachers always establish goals for their professional learning, one employer (20%) reported the teacher frequently establishes own goals, and one employer (20%) reported the teacher occasionally establishes their own goals.

Aspect 2f. Collaboration to Support Professional Learning

Program completer (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 no negative responses on this aspect.

Program completer (multiple choice) questions:

Completer survey results from 2017-2020 did not ask specific questions related to this aspect as it was not required by our previous national accreditor.

For S2 aspect f – Complete responses ($n=15$) on the 2021 newly redesigned survey to align with AAQEP Standard 2, the survey asked teachers to report their preparedness on one question. Scaled responses (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) were tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How often were you given the opportunity to engage with other students to support each other's professional learning?	15	0.00%	0.00%	13.33%	46.67%	40.00%	4.27	4	4	0.68
Total	15	0.00%	0.00%	13.33%	46.67%	40.00%	4.27	4	4	0.68

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

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

Survey results ($n=6$) from the redesigned 2-year Follow-up Completer survey assessing teachers' preparedness, confidence, and importance of collaborating to support professional learning. Scaled responses (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) were tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	6	0.0%	0.0%	0.0%	66.66%	33.33%	4.33	4	4	0.47
Confidence	6	0.0%	0.0%	0.0%	50.00%	50.00%	4.5	4.5	-	0.5
Importance	6	0.0%	0.0%	0.0%	33.33%	66.66%	4.67	5	5	0.47
Total	18	0.0%	0.0%	0.0%	50.00%	50.00%	4.5	4.5	-	0.5

Employer survey responses:

Employers ($n=6$) were asked, "How often has the teacher contributed to new knowledge through scholarly research or using applied research in the classroom?" None of the employers responded always, 66.67% ($n=4$) reported frequently, 16.67% ($n=1$) responded occasionally, and 16.67% ($n=1$) responded that URI teachers never contributed to new knowledge through research or used applied research in the classroom.

For the 2020-2021 Employer Survey, employers were asked, "How effectively does the teacher collaborate with colleagues to support professional learning?" Three employers (60%) of those surveyed reported the teacher always effectively collaborates with colleagues, and 40% (2 employers) reported the teacher frequently effectively collaborates with colleagues to support professional learning.

Conclusions:

Overall, the completers report positive attitudes towards URI advisors' and faculty's support of completer learning. One area of concern was students' difficulties with previous teaching experience returning to school for a teaching certificate. Comments included the program was expensive and redundant for these students.

The scarcity of responses can be related to the lack of specific questions asked of completers on practices with culturally diverse communities of learners and their families. The number of employer responses is also low. To collect more information on program completers, a new database of employer information has been developed, enabling a significant increase in the number of employers receiving surveys.

The completer surveys have been redesigned, and additional questions were added to better capture the completers' awareness, understanding, and engagement in these important professional practices. The Employer survey and the 2-year Graduate survey have also been redesigned to include measurement of the URI teacher's engagement in the local school and cultural communities, awareness, understanding, and engagement in culturally appropriate practices and development of an international and global perspective local school and cultural communities.

Library Media Specialist

Participants

- Prior to 2021 program completers for Library Media did not participate in our exit survey process.
- Prior to 2021 program completers for Library Media did not participate in our exit survey process.
2 program completers reported their responses on the newly designed Library Media Completer Multiple Choice Question Survey 2020-2021
- No data was collected prior to 2020 on program completers' 2 years post-graduation. Of the 8 graduates, no completers reported their responses on the newly designed 2019 2-year Follow-up Graduate Survey of Responses assessing completers' preparedness, confidence, and importance of each of 12 items.
- 8 employers were surveyed, no employers of completers responded to the Employer Survey about URI teachers' impact on students

Findings

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

Program completer (open-ended) question responses:

No data was reported for the Completer survey results from 2017-2020 as this aspect was not required by our previous accreditor.

No data was reported for the Completer open-ended survey results for 2020-2021 as the Library Media Science program did not participate in program completer surveys.

Program completer closed-ended (multiple choice questions) responses:

For 2017-2020, there is no data to report as the previous national accreditor did not require this information.

Completer responses on the redesigned 2020-2021 Library Education Completer Survey that comply with AAQEP Standard 2 have reported their preparedness on two questions. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage with community agencies to support families/guardians/caregivers and students?	2	0.00%	0.00%	0.00%	0.00%	100.00%	5	5	5	0
How often were you given the opportunity to engage in reflective practice about engaging with families/guardians/caretakers of culturally diverse or	2	0.00%	0.00%	0.00%	50.00%	50.00%	4.5	4.5	4.5	0.5

developmentally atypical diverse learners?										
Total	4	0.00%	0.00%	0.00%	25.00%	75.00%	4.75	5	5	0.43

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

There is no data to report as the previous national accreditor did not require this information.

There is no data to report as teachers did not return the surveys assessing teachers' preparedness, confidence, and importance of engaging in the local school and cultural communities and fostering relationships with families/caretakers/guardians:

Employer survey responses:

No questions were asked pertaining to this topic on the 2018-2020 Employer survey.

For the newly redesigned 2020-2021 eight employers were surveyed, however, no employers returned the surveys.

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

Program completer open-ended question responses:

No data was reported for the Completer survey results from 2017-2020 as this aspect was not required by our previous accreditor.

No data was reported for the Completer open-ended survey results for 2020-2021 as the Library Media Science program did not participate in program completer surveys.

Program completer closed-ended (multiple choice) question responses:

For 2017-2020, there is no data to report as the previous national accreditor did not require this information.

Completer responses on the redesigned 2020-2021 Library Media Completer Survey have reported their preparedness on two questions. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared are you to understand the educational and developmental needs of diverse learners?	2	0.00%	0.00%	0.00%	0.00%	100.00%	5	5	5	0
How well prepared were you to design and engage in culturally responsive educational practices with diverse learners in diverse community contexts?	2	0.00%	0.00%	0.00%	0.00%	100.00%	5	5	5	0
Total	4	0.00%	0.00%	0.00%	0.00%	100.00%	5	5	5	0

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

No data to report.

For S2 question b -There is no data to report.

Employer survey responses:

No questions were asked pertaining to this topic on the 2018-2020 Employer survey.

For the newly redesigned 2020-2021 eight employers were surveyed, however, no employers returned the surveys.

Aspect 2c. Creating and Developing Productive Learning Environments**Program completer open-ended question responses:**

No data was reported for the Completer survey results from 2017-2020 as this aspect was not required by our previous accreditor.

No data was reported for the Completer open-ended survey results for 2020-2021 as the Library Media Science program did not participate in program completer surveys.

Program completer (multiple choice) closed-ended question responses:

No data was reported for the Completer survey results from 2017-2020 as this aspect was not required by our previous accreditor.

Completer responses on the redesigned 2020-2021 Elementary Education Completer Survey have reported their preparedness on two questions. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to use professional strategies to create productive learning environments in a variety of school contexts?	2	0.00%	0.00%	0.00%	0.00%	100.00%	5	5	5	0
How well prepared were you to utilize (incorporate) technology to create a productive learning environment?	2	0.00%	0.00%	0.00%	0.00%	100.00%	5	5	5	0
Total	4	0.00%	0.00%	0.00%	0.00%	100.00%	5	5	5	0

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

There is no data to report prior to the newly redesigned survey.

For S2 question c – There is no data to report.

Employer survey responses:

On the 2018-2020 Employer Survey 4 employers responded to the question, “How effectively has the teacher used technology to impact students’ learning in the classroom?” One employer (25%) responded that the URI teacher was very effective, and three employers (75%) responded the URI teacher was considerably effective.

For the newly redesigned 2020-2021 Employer Survey there is no data to report.

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

Program completer open-ended question responses:

No data was reported for the Completer survey results from 2017-2020 as this aspect was not required by our previous accreditor.

No data was reported for the Completer open-ended survey results for 2020-2021 as the Library Media Science program did not participate in program completer surveys.

Closed-ended question responses:

There is no data to report on the Completer survey results with closed-ended questions from 2017-2020.

Completer responses (*n*=2) on the redesigned 2020-2021 Elementary Education Completer Survey aligned with AAQEP Standard 2 have reported their preparedness on two questions. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage and support learners’ in developing worldwide perspectives that differed from their own community?	2	0.00%	0.00%	0.00%	0.00%	100.00%	5	5	5	0
How well prepared were you to engage and support learners’ own worldwide perspectives?	2	0.00%	0.00%	0.00%	0.00%	100.00%	5	5	5	0
Total	4	0.00%	0.00%	0.00%	0.00%	100.00%	5	5	5	0

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

Survey results from the 2-year Follow-up Graduates Survey of 2018 graduates did not mention this issue.

For the redesigned 2-year Follow-up teacher program survey there is no data to report.

Employer survey responses:

No questions were asked pertaining to this topic on the 2018-2020 Employer survey.

For the newly redesigned 2020-2021 eight employers were surveyed, however, no employers returned the surveys.

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

Program completer open-ended question responses:

No data was reported for the Completer survey results from 2017-2020 as this aspect was not required by our previous accreditor.

No data was reported for the Completer open-ended survey results for 2020-2021 as the Library Media Science program did not participate in program completer surveys.

Program completer closed-ended question responses:

There is no data to report on the Completer survey results with closed-ended questions from 2017-2020.

Completer responses ($n=2$) on the redesigned 2020-2021 survey aligned with AAQEP Standard 2 have reported their preparedness on two questions. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage in professional goal setting and reflective practice?	2	0.00%	0.00%	0.00%	0.00%	100.00%	5	5	5	0
How well prepared were you to continue your own professional growth?	2	0.00%	0.00%	0.00%	0.00%	100.00%	5	5	5	0
Total	4	0.00%	0.00%	0.00%	0.00%	100.00%	5	5	5	0

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

There was no data to report from the 2-year Follow-up Graduates Survey of 2018.

For S2 question e – There is no data to report.

Employer survey responses:

No questions were asked pertaining to this topic on the 2018-2020 Employer survey.

For the newly redesigned 2020-2021 eight employers were surveyed, however, no employers returned the surveys.

Aspect 2f. Collaboration to Support Professional Learning

Program completer open-ended questions:

No data was reported for the Completer survey results from 2017-2020 as this aspect was not required by our previous accreditor.

No data was reported for the Completer open-ended survey results for 2020-2021 as the Library Media Science program did not participate in program completer surveys.

Program completer closed-ended (multiple-choice) questions:

There is no data to report from Completer survey results from 2017-2020.

Completer responses ($n=2$) on the redesigned 2020-2021 survey aligned with AAQEP Standard 2 have reported their preparedness on one question. Responses were reported using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How often were you given the opportunity to engage with other students to support each other's professional learning?	2	0.00%	0.00%	0.00%	0.00%	100.00%	5	5	5	0
Total	2	0.00%	0.00%	0.00%	0.00%	100.00%	5	5	5	0

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

There is no data to report.

For the redesigned 2-year Follow-up Completer Program there is no data to report.

Employer survey responses:

No questions were asked pertaining to this topic on the 2018-2020 Employer survey.

For the newly redesigned 2020-2021 eight employers were surveyed, however, no employers returned the surveys.

Conclusions

The School Library Media program is an affiliate program of the School of Education and is housed in the Graduate School of Library and Information Sciences. School of Education leadership and staff need to improve communication to ensure that our surveys are distributed on schedule and that we collect these important data moving forward.

Music Education

Participants

- 24 program completers reported their responses on the Music Education Completer Survey Open-Ended responses 2017-2020. **Data was not disaggregated by year.**
- 31 completers reported their responses on the Music Education Multiple Choice Question Survey Results of 2017-2020. **Data was not disaggregated by year.**
0 completers reported their responses on the newly designed 2020-2021 Music Education Completer Multiple Choice Questions Survey
- 0 program completers reported their responses on the 2018 2-year Follow-up Graduate Survey of Responses.
5 program completers reported their responses on the newly designed 2019 2-year Follow-up Graduate Survey of Responses assessing completers' preparedness, confidence, and importance of each of 12 items.
- 2 employers of completers responded to the 2018-2020 survey's multiple-choice questions about URI teachers' impact on students

Findings

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

Program completer open-ended question responses:

The 2017-2020 Music Education Completer Survey with open-ended responses reported 24 completers' perceptions of the strength of their teacher education program and their recommendations for improving or strengthening the program for future graduates. "I believe that the program excels at preparing students for the reality of the classroom. In our methods courses, we are not only taught all the instruments and teaching strategies but also what it will look like in a real-life setting."

Representative recommendations for improvement or strengthening the program reported by multiple students were "I would recommend a special learner's class. It is a growing part of teaching today and I feel a semester of techniques, specialists, and practice can really solidify the skill set of running an inclusion setting classroom."

Program completer multiple-choice question responses:

There is no data to report for 2017-2020 on S2 competencies as the previous national accreditor did not require this information.

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

There is no data for the 2-year Follow-up Graduates Survey prior to 2019.

Completer survey results (n=5) from the redesigned 2-year Follow-up Graduates Survey of 2019 graduates assessing teachers' preparedness, confidence, and importance of understanding and engaging in local school and cultural communities and communicating/fostering relationships with families/guardians/caregivers.

For S2 aspect a - Completer responses (n=5) on the redesigned 2020-2021 2-year Follow-up Completer Survey were recorded on one question using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

1. Teachers' preparedness, confidence, and importance of their ability to engage in local school and cultural communities and foster relationships with families/caretakers/guardians.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	5	20.0%	20.0%	20.0%	20.0%	20.0%	3.0	3	-	1.41
Confidence	5	20.0%	40.0%	20.0%	0.00%	20.0%	2.6	2	2	1.36
Importance	5	0.0%	0.0%	40.0%	20.0%	40.0%	4.0	4	-	0.89
Total	15	13.33%	20.0%	26.66%	13.33%	26.66%	3.2	3	-	1.38

Employers' survey responses:

No data to report from the current Employer survey as no questions were asked on this aspect.

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

Open-ended question responses:

For the completer survey results of the 2017-2020 Music Education Completer Survey with open-ended responses only a few students reported on their experiences that could be associated with this topic commenting "I saw an incredibly diverse range of academic environments and worked with top professionals in the area." "More practicums in a public school setting would be beneficial to graduates as well as teachers." and "I would recommend a special learners class. It is a growing part of teaching today and I feel a semester of techniques, specialists, and practice can really solidify the skill set of running an inclusion setting classroom."

Closed-ended (multiple choice) question responses:

The previous 2017-2019 Music Education Completer Survey did not ask questions about this aspect.

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

For S2 aspect b - Completer responses (n=5) on the redesigned 2020-2021 2-year Follow-up Completer Survey were recorded on two questions using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

1. Teachers' preparedness, confidence, and importance of knowledgeably engaging, and fostering relationships with families/guardians/caretakers of culturally diverse learners.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	5	0.0%	40.0%	40.0%	20.0%	0.0%	2.8	3	-	0.75
Confidence	5	60.0%	20.0%	0.0%	0.0%	20.0%	2.0	1	1	1.55
Importance	5	0.0%	0.0%	40.0%	0.0%	60.0%	4.2	5	5	0.98
Total	15	20.0%	20.0%	26.67%	6.67%	26.67%	3	3	-	1.46

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

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	5	20.0%	40.0%	0.0%	40.0%	0.0%	2.6	2	-	1.2
Confidence	5	60.0%	20.0%	20.0%	0.0%	0.0%	1.6	1	1	0.8
Importance	5	0.0%	0.0%	40.0%	20.0%	40.0%	4.0	4	-	0.89
Total	15	26.67%	20.0%	20.0%	20.0%	13.33%	2.73	3	1	1.39

Employers' survey responses:

A question related to this competency was asked in the survey, "How often has the teacher supported the learning of all students in a diverse learning community?" Both employers reported the URI Teacher always does so.

Aspect 2c. Creating and Developing Productive Learning Environments

Open-ended question responses:

Completer survey results of the 2017-2020 Music Education Completer Surveys with open-ended responses reported on topics related to creating and developing productive learning environments revealed the majority of students. No comments or suggestions were made relative to this aspect.

Closed-ended (multiple-choice) question responses:

Completer survey results with open-ended questions did not reflect support for students' growth in international and global perspectives as this was not required by our previous accreditor.

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

For S2 aspect c - Completer responses (n=5) on the redesigned 2020-2021 2-year Follow-up Completer Survey were recorded on five questions using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

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

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	5	0.0%	0.0%	60.0%	20.0%	20.0%	3.6	3	3	0.8
Confidence	5	40.0%	0.0%	20.0%	20.0%	20.0%	2.8	3	1	1.6
Importance	5	0.0%	0.0%	20.0%	40.0%	40.0%	4.2	4	-	0.75
Total	15	13.33%	0.0%	33.33%	26.67%	26.67%	3.53	4	3	1.26

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

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	5	0.0%	60.0%	20.0%	0.0%	20.0%	2.8	2	3	1.17

Confidence	5	20.0%	40.0%	20.0%	0.0%	20.0%	2.6	2	2	1.35
Importance	5	0.0%	0.0%	40.0%	20.0%	40.0%	4.0	4	-	0.89
Total	15	13.33%	0.0%	33.33%	26.67%	26.67%	3.53	4	-	1.26

3. Utilize technology to positively affect student learning.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	5	0.0%	60.0%	20.0%	20.0%	00.0%	2.6	2	2	0.8
Confidence	5	0.0%	40.0%	20.0%	0.0%	40.0%	3.4	3	-	1.36
Importance	5	0.0%	20.0%	0.0%	0.0%	80.0%	4.4	5	5	1.2
Total	15	0.00%	40.0%	13.33%	6.67%	40.0%	3.47	3	-	1.36

4. Understand how to analyze and interpret assessment data.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	5	0.0%	0.0%	40.0%	60.0%	0.0%	3.6	4	4	0.49
Confidence	5	0.0%	0.0%	60.0%	40.0%	0.0%	3.4	3	3	0.49
Importance	5	0.0%	0.0%	20.0%	40.0%	40.0%	4.2	4	-	0.75
Total	15	0.0%	0.0%	40.0%	46.67%	13.33%	3.73	4	4	0.68

5. Design assessment tools that are valid and reliable

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	5	0.0%	0.0%	20.0%	40.0%	40.0%	4.2	4	-	0.75
Confidence	5	0.0%	0.0%	20.0%	40.0%	40.0%	4.2	4	-	0.75
Importance	5	0.0%	0.0%	20.0%	20.0%	60.0%	4.4	5	5	0.8
Total	15	0.0%	0.0%	20.0%	33.33%	46.67%	4.27	4	5	0.77

Employer survey responses:

For the survey, the question was asked, "How often has the teacher demonstrated the ability to create a productive learning environment?" Both employers reported the URI teacher always demonstrates the ability to create a productive learning environment.

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

Open-ended question responses:

Completer survey results with open-ended questions did not reflect support for students' growth in international and global perspectives as this was not required by our previous accreditor.

Closed-ended (multiple-choice) question responses:

Completer survey results with open-ended questions did not reflect support for students' growth in international and global perspectives as this was not required by our previous accreditor.

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

For S2 aspect d - Completer responses ($n=5$) on the redesigned 2020-2021 2-year Follow-up Completer Survey assessing teachers' preparedness, confidence, and importance of supporting students' growth in international and global perspectives were recorded on one question using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	5	40.0%	0.0%	40.0%	0.0%	20.0%	2.6	3	-	1.50
Confidence	5	40.0%	40.0%	0.0%	0.0%	20.0%	2.2	2	-	1.47
Importance	5	20.0%	0.0%	40.0%	20.0%	20.0%	3.2	3	3	1.33
Total	15	33.33%	13.33%	26.67%	6.67%	20.0%	2.67	3	1	1.49

Employer survey responses:

No data to report from the current Employer survey as a question on this aspect was not asked.

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

Open-ended question responses:

Completer survey results of the 2017-2020 Music Education Completer Surveys with open-ended responses reported positively on the many opportunities made available to them related to professional growth, self-assessment, goal-setting, and reflective practice. Also, students enjoyed the guest speakers and their insights into the teaching experience." Students remarked positively on the support they received from faculty to develop their skills including critical thinking abilities and reflect on their learning.

Closed-ended (multiple-choice) question responses:

Completer survey results with closed-ended questions from 2017-2020 indicated 71.7% of completers reported they were well prepared to continue their own professional development in the future. 69.81% of completers reported that their understanding of professional standards improved as a result of the program.

Completer survey results with open-ended questions did not reflect support for students' growth in international and global perspectives as this was not required by our previous accreditor.

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

For S2 aspect e - Completer responses ($n=5$) on the redesigned 2-year Follow-up Completer Survey assessing teachers' preparedness, confidence, and importance of teachers' opportunity to engage in self-assessment and professional growth and their opportunity to establish professional goals, engage in professional goal setting, and reflective practice were recorded on two questions using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

1. Teachers' opportunity to engage in self-assessment and professional growth.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	5	0.0%	0.0%	40.0%	20.0%	40.0%	4	4	-	0.89
Confidence	5	0.0%	20.0%	40.0%	0.0%	40.0%	3.6	3	-	1.2

Importance	5	0.0%	0.0%	40.0%	60.0%	0.0%	3.4	4	4	0.49
Total	15	0.0%	6.67%	40.0%	26.67%	26.67%	3.73	4	3	0.93

2. Teachers' opportunity to establish goals for their own professional growth, engage in self-assessment, and reflective practice.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	5	0.0%	0.0%	40.0%	20.0%	40.0%	4	4	-	0.89
Confidence	5	0.0%	20.0%	40.0%	0.0%	40.0%	3.6	3	-	1.2
Importance	5	0.0%	0.0%	20.0%	40.0%	40.0%	4.2	4	-	0.75
Total	15	0.0%	6.67%	33.33%	20.0%	40.0%	3.93	4	5	1.00

Employer survey responses:

The 2018 Employer survey did not ask questions related to this competency.

There is no data to report from the current Employer survey.

Aspect 2f. Collaboration to Support Professional Learning

Open-ended question responses:

Completer survey comments from 2017-2020 indicated students had a favorable response to the "multiple opportunities provided to network and make connections to help push us into the career field." Completers felt that faculty provided strong support and multiple opportunities for collaboration which supported their professional growth and learning.

Closed-ended (multiple-choice) question responses:

Completer survey results from 2017-2020 for the question on collaboration to support professional learning indicated that 54.72 % of completers reported the advising they received enabled them to grow and develop professionally.

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

Survey results from the 2-year Follow-up Graduates Survey of 2018 graduates did not report any data for this aspect.

For S2 aspect f - Completer responses (n=5) on the redesigned 2-year Follow-up Completer Survey assessing teachers' preparedness, confidence, and importance of collaborating to support professional learning were recorded on one question using scaled responses (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	5	0.0%	20.0%	20.0%	40.0%	20.0%	3.6	4	4	1.02
Confidence	5	0.0%	20.0%	40.0%	20.0%	20.0%	3.4	3	3	1.02
Importance	5	0.0%	0.0%	20.0%	60.0%	20.0%	4	4	4	0.63
Total	15	0.0%	6.67%	40.0%	26.67%	26.67%	3.73	4	3	0.93

Employer survey responses:

From the 2018 Employer survey one question was asked. "How effectively does the teacher collaborate with colleagues to support professional development? One employer reported the URI teacher always effectively collaborates and one employer reported the teacher rarely effectively collaborates with colleagues.

There is no data to report from the current Employer survey that is aligned with AAQEP S2 professional competencies.

Employer survey responses:

The 2018 Employer survey did not ask questions related to this competency. There is no data to report from the current Employer survey.

Conclusion:

Most teachers who completed the program felt extremely well prepared in their subject matter and well prepared to teach. Completers felt that faculty provided strong support and multiple opportunities for collaboration which supported their professional growth and learning. "I believe that the program excels at preparing students for the reality of the classroom. In our methods courses, we are not only taught all the instruments and teaching strategies but also what it will look like in a real-life setting. Our practicum classes give us the opportunity to test lessons out that we have developed in our methods courses and see where we need to improve to succeed in our student teaching."

Representative recommendations for improvement or strengthening the program reported by multiple students were "The facilities at URI are in very good condition however the fine arts building is just adequate. There is up-to-date technology in the building, but a lack of classroom space does create difficulty from time to time."

An area for improvement is teachers' preparedness, confidence, and importance of knowledgeably engaging, and fostering relationships with families/guardians/caretakers of culturally diverse learners. While completers felt this aspect was important, they reported lacking the preparation and confidence to engage and foster such relationships.

Secondary Education

Participants

The secondary elementary education team consists of four programs: English, Mathematics, Science and Social Studies. Data is provided for participants in each program.

ENGLISH

- 28 program completers reported their responses on the 2017-2020 Secondary Education Completer Survey Open Ended responses
7 program completers reported their responses on the 2020-2021 Secondary Education Completer Open Ended Responses
- 19 completers reported their responses on the Secondary Education Closed Ended Survey Results of 2017-2020
7 program completers reported their responses on the 2021 Secondary Education Closed Ended Survey
- 1 program completer reported their responses on the 2-year Follow-up Graduate Survey of Responses.
3 program completers reported their responses on the newly designed 2-year Follow-up Graduate Survey of Responses.
- 1 employer responded to the 2018-2020 survey's multiple-choice questions and two open-ended questions about URI teachers' impact on students.

MATHEMATICS

- 19 program completers reported their responses on the Secondary Education Completer Survey Open Ended responses
- 22 completers reported their responses on the Secondary Education Survey Results of 2017-2020
- 3 program completers reported their responses on the 2-year Follow-up Graduate Survey of Responses.
2 program completers reported their responses on the newly designed 2-year Follow-up Graduate Survey of Responses.
- 1 employer responded to the 2018-2020 survey's multiple-choice questions and two open-ended questions about URI teachers' impact on students.

SCIENCE

- 20 program completers reported their responses on the Secondary Education Completer Survey Open Ended responses
- 28 completers reported their responses on the Secondary Education Survey Results of 2017-2020
- 3 program completers reported their responses on the 2-year Follow-up Graduate Survey of Responses.
2 program completers reported their responses on the newly designed 2-year Follow-up Graduate Survey of Responses.
- 1 employer responded to the 2018-2020 survey's multiple-choice questions and two open-ended questions about URI teachers' impact on students.

SOCIAL STUDIES

- 26 program completers reported their responses on the 2017-2020 Secondary Education Completer Survey Open Ended responses
- 33 completers reported their responses on the Secondary Education Survey Results of 2017-2020

- 3 program completers reported their responses on the 2-year Follow-up Graduate Survey of Responses.
1 program completer reported their responses on the newly designed 2-year Follow-up Graduate Survey of Responses.
- 1 employer responded to the 2018-2020 survey's multiple-choice questions and two open-ended questions about URI teachers' impact on students.

Findings

The Secondary Education Program encompasses four subject areas, English, Mathematics, Science and Social Studies. Data is grouped for all four programs under each Standard 2 Completer Professional Growth and Competence aspect (a-f) by survey response.

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

Program completer open-ended question responses:

ENGLISH

The 2017-2020 Secondary English Completer Survey completers ($n=28$) were not asked specific questions on their understanding and engagement in school and cultural communities. They did report, "I felt the program was strong in helping me develop the necessary skills and competencies in becoming an educator.

For the 2020-2021 Secondary English Completer Survey responses ($n=7$) there were no specific responses related to understanding and engagement in local school and cultural communities or communicating//fostering relationships.

MATHEMATICS

Completer survey results ($n=19$) of the 2017-2020 Secondary Education Completer Survey with open-ended responses reported only one comment related to engaging in the local school and cultural communities and fostering relationships with families/guardians/caregivers. Completors found their placements incorporating urban settings were helpful in understanding school communities.

Completer survey results ($n=7$) of the redesigned Secondary Education Completer Survey with open-ended responses did not elicit any responses on understanding and engagement in local school and cultural communities and communication and fostering relationships with families/guardians/caregivers.

SCIENCE

Completer survey results ($n=20$) of the 2017-2020 Secondary Education Completer Survey with open-ended responses did not elicit any completors comments on engaging with local school and cultural communities.

Completer survey results ($n=7$) of the 2021 Secondary Education Completer Survey with open-ended responses did not elicit any completors comments on engaging with local school and cultural communities.

SOCIAL STUDIES

Program completer open-ended question responses:

Completer survey results ($n=26$) of the 2017-2020 Secondary Education Completer Survey with open-ended responses did not elicit any comments on this aspect.

Completer survey results of the 2021 Secondary Education Completer Survey with open-ended responses did not elicit any completers comments on this aspect.

Program completer closed-ended (multiple choice) question responses:

The 2017-2020 completer survey did not ask specific questions on completers' understanding and engagement in local school and cultural communities.

For S2 aspect a - Completer responses ($n=7$) on the redesigned 2020-2021 Elementary Education Completer Survey have reported on their preparedness on two questions using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage with community agencies to support families/guardians/caregivers and students?	7	0.00%	0.00%	28.57%	28.57%	42.86%	4.14	4	5	0.83
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?	7	0.00%	0.00%	14.29%	28.57%	57.14%	4.43	5	5	0.73
Total	14	0.00%	0.00%	21.43%	28.57%	50.00%	4.29	4.5	5	0.8

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

Survey results from the 2-year Follow-up Graduates Survey of 2018 graduates did not ask specific questions about this aspect.

Survey results ($n=3$) from the redesigned 2-year Follow-up Completer Program survey assessing completers' preparedness, confidence, and importance of engaging in the local school and cultural communities and fostering relationships with families/caretakers/guardians.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	3	0.0%	0.0%	33.33%	33.33%	33.33%	4	4	-	0.82
Confidence	3	0.0%	0.0%	33.33%	33.33%	33.33%	4	4	-	0.82
Importance	3	0.0%	0.0%	33.33%	33.33%	33.33%	4	4	-	0.82
Total	9	0.0%	0.0%	33.33%	33.33%	33.33%	4	4	-	0.82

Employer survey responses:

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

Program completer open-ended question responses:

Completer survey results ($n=28$) of the 2020 Secondary Education Completer Survey with open-ended responses reporting on culturally responsive education practices in diverse cultural and socioeconomic community contexts. Few students reported on their experiences however, their comments were positive experiences in urban settings and suggested that more coursework and exposure to diverse learners including English language learners is desired. Two students commented positively on their inner-city placements expressing the “program did an exceptional job in teaching about diversity and cultural competency.”

Program completer closed-ended question responses:

The completer survey results ($n=19$) with closed-ended questions from 2017-2020 indicated that 54.3% of all completers felt the students they worked with within all their pre-teaching clinical experiences were highly diverse and 39.42% of completers indicated the students they worked with were somewhat diverse. 47.6% of completers reported being adequately prepared to support the learning of all students in a diverse community and 44.71% reported being well prepared.

For S2 aspect b - Completer responses ($n=7$) on the redesigned 2020-2021 Completer Survey have reported on their preparedness on two questions using scaled responses dependent on the question (5=extremely, 4=well, 3=neutral, 2=somewhat, 1=not at all) and tallied to report percentages, average, median, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared are you to understand the educational and developmental needs of diverse learners?	7	0.00%	0.00%	0.00%	42.86%	57.14%	4.57	5	5	0.49
How well prepared were you to design and engage in culturally responsive educational practices with diverse learners in diverse community contexts?	7	0.00%	0.00%	0.00%	57.14%	42.86%	4.43	4	4	0.49
Total	14	0.00%	0.00%	0.00%	50.00%	50.00%	4.5	4.5	4.5	0.5

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

One completer of the 2-year Follow-up Graduates Survey of 2018 recommended increasing the coursework that “provides instruction for teaching students of multicultural and diverse backgrounds.”

For S2 question b -Two questions were asked on the redesigned 2-year Follow-up Completer Program survey assessing completers’ preparation, confidence, and importance of engaging in culturally responsive educational practices in diverse cultural and socioeconomic communities’ contexts.

Survey results ($n=3$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers’ preparedness, confidence, and importance of knowledgeably engaging, and fostering relationships with families/guardians/caretakers of culturally diverse learners.

Teachers’ preparedness, confidence, and importance of knowledgeably engaging, and fostering relationships with families/guardians/caretakers of culturally diverse learners.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	3	0.0%	33.3%	33.3%	0.0%	33.3%	3.33	3	-	1.25
Confidence	3	0.0%	33.3%	33.3%	0.0%	33.3%	3.33	3	-	1.25
Importance	3	0.0%	33.3%	0.0%	0.0%	66.6%	4	5	5	1.41
Total	9	0.0%	33.33%	22.22%	0.0%	44.44%	3.56	3	5	1.34

Aspect 2c. Creating and Developing Productive Learning Environments

Program completer open-ended question responses:

Completers reported the URI -English program has many strengths in helping completers create and develop productive learning environments. Program experiences including coursework, multiple opportunities to engage in educational settings, and getting into the field early in the course of their education. The student teaching experience, supportive and collaborative faculty, positive and responsive supervisors, and supportive cooperating teachers.

Completers felt that delays in receiving student teaching placements negatively impacted their experiences causing frustration and undue stress. Problems arose with issues of communication between students and faculty including delays in receiving and sending communication, unresponsiveness by faculty which negatively impacted the creation of a productive learning environment for completers.

Program completer closed-ended question responses:

Questions related to how well completers were prepared for student teaching 48.08% reported being adequately prepared and 33.65% reported being well prepared.

For S2 question c – Completer responses ($n=7$) include teachers' responses to how prepared, and confident they felt, and the importance of each of the following two questions.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to use professional strategies to create productive learning environments in a variety of school contexts?	7	0.00%	0.00%	0.00%	42.86%	57.14%	4.57	5	5	0.49
How well prepared were you to utilize (incorporate) technology to create a productive learning environment?	7	0.00%	0.00%	0.00%	14.29%	85.71%	4.86	5	5	0.35
Total	14	0.00%	0.00%	0.00%	28.57%	71.43%	4.71	5	5	0.45

Teacher survey (2-year post graduation) responses:

Survey results ($n=3$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to create productive learning environments, and use strategies to develop productive environments in a variety of school contexts:

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	3	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Confidence	3	0.0%	0.0%	33.3%	66.6%	0.0%	3.67	4	4	0.47
Importance	3	0.0%	0.0%	0.0%	66.6%	33.3%	4.33	4	4	0.47
Total	9	0.0%	0.0%	11.11%	77.77%	11.11%	4	4	4	0.47

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

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	3	0.0%	33.3%	66.6%	0.0%	0.0%	2.67	3	3	0.47
Confidence	3	0.0%	0.0%	66.6%	33.3%	0.0%	3.33	3	3	0.47
Importance	3	0.0%	33.3%	33.3%	33.3%	0.0%	3	3	-	0.82
Total	9	0.00%	22.22%	55.55%	22.22%	0.00%	3	3	3	0.67

3. Utilize technology to positively affect student learning.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	3	0.0%	0.0%	33.3%	66.6%	0.0%	3.67	4	4	0.47
Confidence	3	0.0%	0.0%	33.3%	66.6%	0.0%	3.67	4	4	0.47
Importance	3	0.0%	0.0%	33.3%	66.6%	0.0%	3.67	4	4	0.47
Total	9	0.00%	0.00%	33.33%	66.66%	0.00%	3.67	4	4	0.47

4. Understand how to analyze and interpret assessment data.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	3	0.0%	0.0%	33.3%	66.6%	0.0%	3.67	4	4	0.47
Confidence	3	0.0%	33.3%	0.0%	33.3%	33.3%	3.67	4		1.25
Importance	3	0.0%	0.0%	66.6%	0.0%	33.3%	3.67	3	3	0.94
Total	9	0.00%	0.00%	33.33%	66.66%	0.00%	3.67	4	4	0.47

5. Design assessment tools that are valid and reliable

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	3	0.0%	0.0%	33.3%	66.6%	0.0%	3.67	4	4	0.47
Confidence	3	0.0%	0.0%	33.3%	66.6%	0.0%	3.67	4	4	0.47
Importance	3	0.0%	0.0%	33.3%	33.3%	33.3%	4	4		0.82
Total	9	0.00%	0.00%	33.33%	55.55%	11.1%	3.77	4	4	0.63

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

Program completer open-ended question responses:

Completer survey results of the 2020 Secondary 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.

Program completer 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.

For S2 aspect d – Two questions were asked of teachers on the redesigned 2-year Follow-up Completer Program survey assessing completers' ($n=7$) opportunity to assess preparedness to engage and support learners' in developing worldwide perspectives and supporting learners' worldwide perspectives.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage and support learners' in developing worldwide perspectives that differed from their own community?	7	0.00%	0.00%	0.00%	42.86%	57.14%	4.57	5	5	0.49
How well prepared were you to engage and support learners' own worldwide perspectives?	7	0.00%	0.00%	0.00%	42.86%	57.14%	4.57	5	5	0.49
Total	14	0.00%	0.00%	0.00%	42.86%	57.14%	4.57	5	5	0.49

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

Completer survey results from the 2 year Follow-up Graduates Survey of 2018 graduates did not mention this issue.

The results ($n=7$) for English, Mathematics, Science, and Social Studies teachers' responses were combined on this one question for this aspect. The redesigned 2-year Follow-up teacher program survey on the question of teachers' preparedness, confidence, and the importance of supporting students' growth in international and global perspectives.

Preparation - Results reporting teachers' preparedness, confidence, and importance of supporting students' growth in international and global perspectives indicated only one (14.3%) teacher reported feeling extremely well prepared and one teacher (14.3%) felt very well prepared to support students' growth in international and global perspectives. Three teachers (43.0%) reported feeling just prepared and two teachers (28.6%) indicated they were somewhat prepared to support students' growth in international and global perspectives.

Confidence - Two teachers (28.6%) reported feeling very extremely confident and three teachers (43.0%) felt confident in their ability to support students' growth in international and global perspectives. Two teachers (28.6%) reported feeling somewhat confident in their ability to support students' growth in international and global perspectives.

Importance - Three teachers (43.0%) identified their ability to support students' growth in international and global perspectives as extremely important, 43.0% of teachers ($n=3$) identified this item as important and one (14.0%) felt this item was important.

Employer survey responses:

No questions were asked on this topic.

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

Program completer open-ended question responses:

Completer survey results of the 2020 Secondary Education Completer Survey with open-ended responses reported positively on issues related to professional growth, self-assessment, goal-setting, and reflective practice. Overall, students were pleased with professors who had work experience outside of URI. Students commented positively on the multiple opportunities afforded them for professional development and goal setting.

One issue of out-of-state program completers was the lack of information on the licensing process outside of Rhode Island.

Program completer closed-ended question responses:

Completer survey results with closed-ended questions from 2017-2020 indicated 67.79% of completers reported they were well prepared to continue their own professional development in the future. 57.69% of completers reported that their understanding of professional standards improved because of the program.

For S2 aspect e – Completer responses ($n=7$) on the newly redesigned survey aligned with AAQEP Standard 2 aspect e.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage in professional goal setting and reflective practice?	7	0.00%	0.00%	0.00%	28.57%	71.43%	4.71	5	5	0.45
How well prepared were you to continue your own professional growth?	7	0.00%	0.00%	0.00%	28.57%	71.43%	4.71	5	5	0.45
Total	14	0.00%	0.00%	0.00%	28.57%	71.43%	4.71	5	5	0.45

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

Results from the 2-year Follow-up Graduates Survey of 2018 had only one teacher reporting on professional growth, self-assessment, goal-setting, and reflective practice commenting that her teachers did an excellent job in preparing her for the interview and portfolio process and providing a “great deal of career services and resources.”

For S2 question e - Two questions were asked of teachers on the redesigned 2-year Follow-up Completer Program survey assessing completers' opportunity to engage in self-assessment and professional growth and their opportunity to establish professional goals, engage in professional goal setting, and reflective practice.

Results ($n=7$) for both questions include teachers' responses to how prepared, how confident they felt, and the importance of each of the following questions:

1. Teacher's opportunity to engage in self-assessment and professional growth.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	7	0.0%	0.0%	28.6%	43.0%	28.6%	4	4	4	0.76
Confidence	7	0.0%	0.0%	28.6%	28.6%	43.0%	4.14	4	4	0.83
Importance	7	0.0%	0.0%	28.6%	14.3%	57.1%	4.29	5	5	0.88
Total	21	0.0%	0.0%	28.57%	28.57%	42.86%	4.14	4	5	0.83

2. Teachers' opportunity to establish goals for their own professional growth, engage in self-assessment, and reflective practice.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	7	0.0%	0.0%	28.6%	28.6%	43.0%	4.14	4	5	0.83
Confidence	7	0.0%	0.0%	28.6%	28.6%	43.0%	4.14	4	5	0.83
Importance	7	0.0%	0.0%	0.0%	71.4%	28.6%	4.29	4	4	0.45
Total	21	0.0%	0.0%	19.05%	42.86%	38.10%	4.19	4	4	0.73

Aspect 2f. Collaboration to Support Professional Learning

Program completer closed-ended questions:

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How often were you given the opportunity to engage with other students to support each other's professional learning?	7	0.00%	0.00%	0.00%	14.29%	85.71%	4.86	5	5	0.35
Total	7	0.00%	0.00%	0.00%	14.29%	85.71%	4.86	5	5	0.35

MATHEMATICS

Program completer open-ended question responses:

Completer survey results ($n=19$) of the 2017-2020 Secondary Education Completer Survey with open-ended responses reported only one comment related to engaging in the local school and cultural communities and fostering relationships with families/guardians/caregivers. Completers found their placements incorporating urban settings were helpful in understanding school communities.

Completer survey results ($n=7$) of the redesigned Secondary Education Completer Survey with open-ended responses did not elicit any responses on understanding and engagement in local

school and cultural communities and communication and fostering relationships with families/guardians/caregivers.

Program completer closed-ended question responses:

The 2017-2020 completer survey did not ask specific questions on completers' understanding and engagement in school and cultural communities.

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

Survey results from the 2-year Follow-up Graduates Survey of 2018 graduates did not ask specific questions about this aspect. Survey results ($n=2$) from the redesigned 2-year Follow-up Completer Program survey assessing completers' preparedness, confidence, and importance of engaging in the local school and cultural communities and fostering relationships with families/caretakers/guardians:

Preparation - One teacher (50%) reported they were extremely prepared, and one teacher (50%) reported being prepared to engage in the local school and cultural communities and fostering relationships with families/caretakers/guardians.

Confidence - One teacher (50%) reported feeling extremely confident on this aspect and one teacher (50%) reported being confident.

Importance - One teacher (50%) identified this aspect as extremely important, and one teacher reported this aspect as very important.

SCIENCE

Program completer open-ended question responses:

Completer survey results ($n=20$) of the 2017-2020 Secondary Education Completer Survey with open-ended responses did not elicit any completers comments on engaging with local school and cultural communities.

Completer survey results ($n=7$) of the 2021 Secondary Education Completer Survey with open-ended responses did not elicit any completers comments on engaging with local school and cultural communities.

Program completer closed-ended question responses:

The 2017-2020 completer survey elicited one response related to this aspect, "This program does well in placing students into diverse classrooms throughout their college experience."

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

Survey results from the 2018 2-year Follow-up Graduates Survey did not ask specific questions about this aspect.

For S2 aspect a - Survey results ($n=2$) from the redesigned 2-year Follow-up Completer Program survey assessing completers' preparedness, confidence, and importance of engaging in the local school and cultural communities and fostering relationships with families/caretakers/guardians:

Preparation - One teacher (50%) felt extremely well prepared, and one teacher (50%) felt very prepared to understand and engage in the local school and cultural communities and to communicate and foster relationships with families/caretakers/guardians of students.

Confidence - One teacher (50%) reported feeling extremely confident on this aspect and one teacher (50%) reported being very confident.

Importance - One teacher (50%) identified this aspect as extremely important and one teacher (50%) reported this aspect as very important.

SOCIAL STUDIES

Program completer open-ended question responses:

Completer survey results of the 2017-2020 Secondary Education Completer Survey with open-ended responses did not elicit any comments on this aspect.

Completer survey results of the 2021 Secondary Education Completer Survey with open-ended responses did not elicit any completers comments on this aspect.

Program completer closed-ended question responses:

The 2017-2020 completer survey did not ask specific questions on completers' understanding and engagement in school and cultural communities.

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

Survey results from the 2018 2-year Follow-up Graduates Survey graduates did not ask specific questions about this aspect.

For S2 aspect a - Survey results ($n=1$) from the redesigned 2-year Follow-up Completer Program survey assessing completers' preparedness, confidence, and importance of engaging in the local school and cultural communities and fostering relationships with families/caretakers/guardians:

Preparation - The teacher felt very well prepared to understand and engage in the local school and cultural communities and to communicate and foster relationships with families/caretakers/guardians of students.

Confidence - The teacher reported feeling very confident on this aspect.

Importance - The teacher identified this aspect as extremely important.

Employer survey responses:

Employer survey responses were not disaggregated by subject area until this year's newly designed Employer Response Survey.

Employer survey responses disaggregated:

Employers reported that completers were only occasionally able to demonstrate a leadership role and/or become an agent of change with families in the school community.

Mathematics

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

Preparation - One teacher (50%) reported they felt extremely well prepared and one reported being prepared to knowledgeably engage in, and foster relationships with families/guardians/caretakers of culturally diverse learners

Confidence - One teacher (50%) reported feeling extremely confident and one (50%) reported being confident on this aspect.

Importance - One teacher (50%) identified this aspect as extremely important and one teacher (50%) reported this aspect was very important.

Science

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

Preparation - One teacher (50%) reported they felt extremely well prepared and one reported being prepared to knowledgeably engage in, and foster relationships with families/guardians/caretakers of culturally diverse learners.

Confidence - One teacher (50%) reported feeling extremely confident and one (50%) reported being very confident on this aspect.

Importance - One teacher (50%) reported this aspect as extremely important and one teacher (50%) reported this aspect as very important.

Social Studies

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

Preparation - The one teacher reported they felt extremely well prepared to knowledgeably engage in, and foster relationships with families/guardians/caretakers of culturally diverse learners

Confidence - The one teacher reported feeling extremely confident in this aspect.

Importance - The one teacher identified this aspect as extremely important.

Employer survey responses:

Employers reported that 65% of completers always support the learning of all students in a diverse learning community.

Aspect 2c. Creating and Developing Productive Learning Environments

Open-ended question responses:

Completers reported the URI program has many strengths in helping completers create and develop productive learning environments. Program experiences including coursework, multiple opportunities to engage in educational settings, and getting into the field early in the course of their education. The student teaching experience, supportive and collaborative faculty, positive and responsive supervisors, and supportive cooperating teachers.

Completers felt that delays in receiving student teaching placements negatively impacted their experiences causing frustration and undue stress. Problems arose with issues of communication between students and faculty including delays in receiving and sending communication, unresponsiveness by faculty which negatively impacted the creation of a productive learning environment for completers.

Closed-ended question responses:

Questions related to how well completers were prepared for student teaching 48.08% reported being adequately prepared and 33.65% reported being well prepared.

Five questions were asked of teachers on the 2-year Follow-up Completer Program survey assessing teachers' preparation, confidence, and importance of creating and developing productive learning environments in a variety of school contexts, organizing resources and physical space, utilizing technology, interpreting and analyzing assessment data, and designing valid and reliable assessment tools.

For S2 question c – Completer responses ($n=7$) include teachers' responses to how prepared, and confident they felt, and the importance of each of the following two questions:

Mathematics

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

Survey results ($n=2$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to create productive learning environments, and use strategies to develop productive environments in a variety of school contexts:

Preparation - Results reporting on teachers' preparedness on this aspect indicated one teacher (50%) felt extremely prepared and one teacher (50%) felt prepared to create productive learning environments.

Confidence - One teacher (50%) felt extremely confident and one teacher (50%) felt confident on this aspect.

Importance - Both teachers (100%) identified this aspect as extremely important.

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

Survey results ($n=2$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to organize resources, materials, and physical space to support the active engagement of students:

Preparation - Results reporting on teachers' preparedness on this aspect indicated one teacher (50%) felt extremely prepared and one teacher (50%) felt only somewhat prepared to create productive learning environments.

Confidence - One teacher (50%) reported feeling extremely confident and one teacher (50%) reported being confident on this aspect.

Importance - One teacher (50%) identified this aspect as extremely important and one teacher (50%) reported this aspect as very important.

3. Utilize technology to positively affect student learning.

Survey results ($n=2$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to utilize technology to positively affect student learning.

Preparation - Results reporting on teachers' preparedness on this aspect indicated one teacher (50%) felt extremely prepared and one teacher (50%) felt very prepared to utilize technology to positively affect student learning.

Confidence - One teacher (50%) reported feeling extremely confident and one teacher (50%) reported being very confident on this aspect.

Importance - One teacher (50%) identified this aspect as extremely important, and one teacher (50%) identified this aspect as very important.

4. Understand how to analyze and interpret assessment data.

Survey results ($n=2$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to understand how to analyze and interpret assessment data.

Preparation - Results reporting on teachers' preparedness on this aspect indicated both one teacher (50%) felt extremely prepared in their understanding of how to analyze and interpret assessment data. One teacher (50%) felt only somewhat prepared.

Confidence - One teacher (50%) reported feeling extremely very confident and one teacher (50%) reported being confident on this aspect.

Importance - One teacher (50%) identified this aspect as extremely important, and one teacher (50%) identified this aspect as very important.

5. Design assessment tools that are valid and reliable

Survey results ($n=2$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to design assessment tools that are valid and reliable.

Preparation - Results reporting on teachers' preparedness on this aspect indicated one teacher (50%) felt extremely prepared and one teacher (50%) felt prepared to design assessment tools that are valid and reliable.

Confidence - One teacher (50%) reported feeling extremely confident and one teacher (50%) reported being confident on this aspect.

Importance - One teacher (50%) identified this aspect as extremely important and one teacher (50%) identified this aspect as very important.

Science

Survey results ($n=2$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to design assessment tools that are valid and reliable.

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

Survey results ($n=2$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to create productive learning environments, and use strategies to develop productive environments in a variety of school contexts:

Preparation - Results reporting on teachers' preparedness on this aspect indicated one teacher (50%) felt extremely prepared and one teacher (50%) felt very prepared to create productive learning environments.

Confidence - One teacher (50%) felt extremely confident, and one teacher (50%) felt very confident on this aspect.

Importance - One teacher (50%) identified this aspect as extremely important, and one teacher (50%) identified this aspect as very important.

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

Survey results ($n=2$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to organize resources, materials, and physical space to support the active engagement of students:

Preparation - Results reporting on teachers' preparedness on this aspect indicated one teacher (50%) felt extremely prepared and one teacher (50%) felt very prepared to create productive learning environments.

Confidence - One teacher (50%) reported feeling extremely confident and one teacher (50%) reported being very confident on this aspect.

Importance - One teacher (50%) identified this aspect as extremely important, and one teacher (50%) reported this aspect as very important.

3. Utilize technology to positively affect student learning.

Survey results ($n=2$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to utilize technology to positively affect student learning.

Preparation - Results reporting on teachers' preparedness on this aspect indicated one teacher (50%) felt extremely prepared and one teacher (50%) felt very prepared to utilize technology to positively affect student learning.

Confidence - One teacher (50%) reported feeling extremely confident and one teacher (50%) reported being very confident on this aspect.

Importance - One teacher (50%) identified this aspect as extremely important, and one teacher (50%) identified this aspect as very important.

4. Understand how to analyze and interpret assessment data.

Survey results ($n=2$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to understand how to analyze and interpret assessment data.

Preparation - Results reporting on teachers' preparedness on this aspect indicated both one teacher (50%) felt extremely prepared in their understanding of how to analyze and interpret assessment data. One teacher (50%) felt very prepared.

Confidence - One teacher (50%) reported feeling extremely very confident and one teacher (50%) reported being very confident on this aspect.

Importance - One teacher (50%) identified this aspect as extremely important, and one teacher (50%) identified this aspect as very important.

5. Design assessment tools that are valid and reliable

Survey results ($n=2$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to design assessment tools that are valid and reliable.

Preparation - Results reporting on teachers' preparedness on this aspect indicated one teacher (50%) felt extremely prepared and one teacher (50%) felt very prepared to design assessment tools that are valid and reliable.

Confidence - One teacher (50%) reported feeling extremely confident and one teacher (50%) reported being very confident on this aspect.

Importance - One teacher (50%) identified this aspect as extremely important and one teacher (50%) identified this aspect as very important.

Social Studies

Survey results ($n=1$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to design assessment tools that are valid and reliable.

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

Survey results ($n=1$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to create productive learning environments, and use strategies to develop productive environments in a variety of school contexts:

Preparation - Results reporting on teachers' preparedness on this aspect indicated the teacher felt extremely prepared to create productive learning environments.

Confidence - The teacher felt confident in this aspect.

Importance - The teachers identified this aspect as extremely important.

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

Survey results ($n=1$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to organize resources, materials, and physical space to support the active engagement of students:

Preparation - Results reporting on teachers' preparedness on this aspect indicated the teacher felt extremely prepared to create productive learning environments.

Confidence - The teacher reported feeling extremely confident on this aspect.

Importance - The teacher identified this aspect as extremely important.

3. Utilize technology to positively affect student learning.

Survey results ($n=1$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to utilize technology to positively affect student learning.

Preparation - Results reporting on teachers' preparedness on this aspect indicated the teacher felt prepared to utilize technology to positively affect student learning.

Confidence - The teacher reported feeling confident on this aspect.

Importance - The teacher identified this aspect as extremely important.

4. Understand how to analyze and interpret assessment data.

Survey results ($n=1$) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance to understand how to analyze and interpret assessment data.

Preparation - Results reporting on teachers' preparedness on this aspect indicated both the teacher felt extremely prepared in their understanding of how to analyze and interpret assessment data.

Confidence - The teacher reported feeling very confident on this aspect.

Importance - The teacher identified this aspect as very important.

5. Design assessment tools that are valid and reliable

Preparation - Results reporting on teachers' preparedness on this aspect indicated the teacher felt extremely prepared to design assessment tools that are valid and reliable.

Confidence - The teacher reported feeling extremely confident.

Importance - The teacher identified this aspect as extremely important.

Program completer closed-ended question responses:

Questions related to how well completers were prepared for student teaching 48.08% reported being adequately prepared and 33.65% reported being well prepared.

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

Four completers of the 2-year Follow-up Graduates Survey of 2018 recommended URI students should receive more instruction in the use of digital technology in the classroom including creating virtual learning environments and using digital tools including technology for assessment and grading purposes.

Employer survey responses:

Employers reported that 50% of completers always were able to demonstrate an ability to impact student learning in a positive way, with 33.33% able to do so frequently. The results of the Employer survey indicate that 33% of URI completers were rated excellent on their ability to understand and assess student learning outcomes with 33 % above average and 33% average. The same findings were reported for the teacher's level of content knowledge in his/her discipline and for the teachers' level of pedagogical teaching knowledge and level of content knowledge in his/her/their discipline.

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

Program completer open-ended question responses:

Completer survey results of the 2020 Secondary 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.

Program completer 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:

Completer survey results from the 2-year Follow-up Graduates Survey of 2018 graduates did not mention this issue.

The results ($n=7$) for English, Mathematics, Science, and Social Studies teachers' responses were combined on this one question for this aspect. The redesigned 2-year Follow-up teacher program survey on the question of teachers' preparedness, confidence, and the importance of supporting students' growth in international and global perspectives.

Preparation - Results reporting teachers' preparedness, confidence, and importance of supporting students' growth in international and global perspectives indicated only one (14.3%) teacher reported feeling extremely well prepared and one teacher (14.3%) felt very well prepared to support students' growth in international and global perspectives. Three teachers (43.0%) reported feeling just prepared and two teachers (28.6%) indicated they were somewhat prepared to support students' growth in international and global perspectives.

Confidence - Two teachers (28.6%) reported feeling very extremely confident and three teachers (43.0%) felt confident in their ability to support students' growth in international and global perspectives. Two teachers (28.6%) reported feeling somewhat confident in their ability to support students' growth in international and global perspectives.

Importance - Three teachers (43.0%) identified their ability to support students' growth in international and global perspectives as extremely important, 43.0% of teachers ($n=3$) identified this item as important and one (14.0%) felt this item was important.

Employer survey responses:

No questions were asked on this topic.

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

Open-ended question responses:

Completer survey results of the 2020 Secondary Education Completer Survey with open-ended responses reported positively on issues related to professional growth, self-assessment, goal-setting, and reflective practice. Overall, students were pleased with professors who had work experience outside of URI. Students commented positively on the multiple opportunities afforded them for professional development and goal setting.

One issue of out-of-state program completers was the lack of information on the licensing process outside of Rhode Island.

Closed-ended question responses:

Completer survey results with closed-ended questions from 2017-2020 indicated 67.79% of completers reported they were well prepared to continue their own professional development in the future. 57.69% of completers reported that their understanding of professional standards improved because of the program.

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

Results from the 2-year Follow-up Graduates Survey of 2018 had only one teacher reporting on professional growth, self-assessment, goal-setting, and reflective practice commenting that her teachers did an excellent job in preparing her for the interview and portfolio process and providing a "great deal of career services and resources."

For S2 question e - Two questions were asked of teachers on the redesigned 2-year Follow-up Completer Program survey assessing completers' opportunity to engage in self-assessment and professional growth and their opportunity to establish professional goals, engage in professional goal setting, and reflective practice.

Results ($n=7$) for both questions include teachers' responses to how prepared, how confident they felt, and the importance of each of the following questions:

1. Teacher's opportunity to engage in self-assessment and professional growth.

Preparation - Two teachers (29.6%) indicated they were extremely well prepared and three (43.0%) reported being well prepared by their opportunities to engage in self-assessment and professional growth. Two teachers (29.6%) reported feeling prepared on this item.

Confidence - Three teachers (43.0%) reported feeling very extremely confident and two (29.6%) felt very confident in their ability to engage in self-assessment and professional growth. Two teachers (29.6%) reported feeling confident on this item.

Importance - Four teachers (60.6%) identified this item as extremely important. One teacher (14.0%) identified this item as very important and two teachers (29.6%) felt having the opportunity to engage in self-assessment and professional growth was important.

2. Teachers' opportunity to establish goals for their own professional growth, engage in self-assessment, and reflective practice.

Preparation - Three teachers (43.0%) indicated they were extremely well prepared and two teachers (29.6%) reported feeling well prepared to establish goals for their own professional

growth, engage in self-assessment, and reflective practice. One teacher (14.0%) reported feeling prepared on this item. One (14.0%) reported being somewhat unprepared to establish professional goals, engage in professional goal setting and reflective practice.

Confidence - Three teachers (43.0%) reported feeling extremely confident, two teachers (29.6%) felt very confident and two (29.6%) reported feeling confident in their abilities on this item. No teachers reported they were only somewhat confident or not at all confident in their ability to establish professional goals, engage in professional goal setting, and reflective practice.

Importance - Two teachers (29.6%) identified this item as extremely important, 70.4% ($n=5$) of teachers identified this item as very important.

Employer survey responses:

Employers reported 50% of completers were always able to adapt their professional practice when needed to meet student needs and 50% frequently did so. 50% of completers considerably improved their understanding of professional standards since becoming a teacher at the employer's school. In addition, 65% of employers rated the URI completer as always demonstrating appropriate dispositions for a highly effective teacher.

Aspect 2f. Collaboration to Support Professional Learning

Program completer open-ended questions:

Completer survey results from 2017-2020 for the question on collaboration to support professional learning. A completer commented on the opportunities for sharing ideas and experiences which contributed to her overall learning experience. Overall, completers expressed satisfaction with the faculty's ability to provide collaborative learning environments.

Program completer closed-ended questions:

Completer survey results from 2017-2020 for the question on collaboration to support professional learning indicated that 54.52 % of completers reported the advising they received enabled them to grow and develop professionally. 57.21% of completers reported URI program faculty were moderately effective and 38.945% were highly effective. For how effective your URI supervisor was during your student teaching, 78.85% reported them as highly effective and 84.62% of completers reported their cooperating teacher as highly effective.

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

One completer of the survey suggested the special education course be given earlier in the program and focus more on differentiation.

Completer responses on the redesigned 2020-2021 Elementary Education Completer Survey have reported their preparedness on one question.

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

Preparation - Four teachers (57.1%) indicated they were extremely well prepared and two teachers (29.6%) reported feeling well prepared to establish goals for their own professional growth, engage in self-assessment, and reflective practice. One teacher (14.0%) reported feeling prepared on this item.

Confidence - Four teachers (57.1%) reported feeling extremely confident, three teachers (43.0%) felt very confident in their abilities on this item. No teachers reported they were only somewhat confident or not at all confident in their ability to establish professional goals, engage in professional goal setting, and reflective practice.

Importance - Four teachers (57.1%) identified this item as extremely important; three teachers identified this item as very important (43.0%). No teacher reported they felt this aspect was only somewhat important or not at all important.

Employer survey responses:

Employers reported that no URI completers could always contribute to new knowledge through scholarly research or using applied research in the classroom but 50% could occasionally do so.

Conclusions:

Overall, the completers report positive attitudes towards URI faculty's support of completer learning with completers crediting various faculty with guidance in becoming excellent teachers. One area of concern was the difficulties faced by completers with delayed student teaching placements and practicum experiences. At times placements were seen as inappropriate, not meeting completer's needs, or placing undue hardship on completers. Placements requiring a car, sites that were more than 45 minutes from campus, and the costs associated with giving up employment to teach full-time were a concern.

The scarcity of responses can be related to the lack of specific questions asked of completers on practices with culturally diverse communities of learners and their families. The number of employer responses is also low. To collect more information on program completers, a new database of employer information has been developed which will enable a significant increase in the number of employers receiving surveys.

The completer surveys have been redesigned and additional questions have been added to better capture the students' awareness, understanding, and engagement in these important professional practices. The Employer survey and the 2-year Graduate survey have also been redesigned to include the individuals' measurement of engaging in local school and cultural communities, awareness, understanding, and engagement in culturally appropriate practices and development of an international and global perspective local school and cultural communities.

World Language

Participants

- 14 program completers reported their responses on the World Language Education Completer Survey Open-Ended responses
3 program completers reported their responses on the newly designed World Language Completer Open-Ended Survey 2020-2021
- 16 program completers reported their responses on the World Language Multiple Choice Question Survey Results of 2017-2020
4 program completers reported their responses on the newly designed World Language Completer Multiple-Choice Survey 2020-2021
- 0 program completers reported their responses on the 2018 2-year Follow-up Graduate Survey of Responses. **Data was not disaggregated from other programs.**
1 program completer reported their responses on the newly designed 2019 2-year Follow-up Graduate Survey of Responses assessing completers' preparedness, confidence, and importance of each of the 12 items.
- 4 employers of completers responded to the 2018-2020 surveys' multiple-choice questions and two open-ended questions about URI teachers' impact on students.
2 employers reported their responses on the newly designed 2019 2-year Follow-up Graduate Survey of Responses assessing completers' preparedness, confidence, and importance of each of the 12 items aligned with AAQEP Completer Growth and Competency Standard 2.

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 tallied to report percentages.

Findings

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

Program completer open-ended question responses:

On the 2016-2020 World Language Education Completer Survey Open-Ended, 14 completers responded however there were no responses on understanding and engaging in local school and cultural communities.

On the Completer survey results ($n=3$) of the 2020-2021 World Language Completer Survey with open-ended responses reporting on understanding and engagement in the local school and cultural communities and communication and fostering relationships with families/guardians/caregivers. None of the completers discussed their placements incorporating urban settings, nor did they report any insight into school communities' differences in resources, student achievement, and student expectations.

Program completer closed-ended (multiple-choice questions) responses:

On the World Language Survey completers' responses ($n=16$) on engaging with local schools and communities. Scaled responses 1= slightly prepared 2 - somewhat prepared in this skill, 3 – adequately prepared, 4 - well prepared in this skill. Responses are tallied to report percentages.

Rated Item(s)	Total	Distribution %				Avg	Median	Mode	SD
		1	2	3	4				
How well prepared are you to support the learning of all students in a diverse learning community?	16	0.00%	6.25%	37.50%	56.25%	3.5	4	4	0.61
Total	16	0.0%	6.25%	37.50%	56.25%	3.5	4	4	0.61

For Standard 2 aspect a - On the World Language Survey completers' responses (n=4) on engaging with local school and communities. Scaled responses 1= not at all prepared in this skill, 2 – somewhat prepared, 3 - neutral, 4 - well prepared in this skill, and 5 - exceptionally prepared in this skill. Responses are tallied to report percentages, average, median, mode, and standard deviation.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage with community agencies to support families/guardians/caregivers and students?	4	0.00%	0.00%	75.00%	25.00%	0.00%	3.25	3	3	0.43
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?	4	0.00%	50.00%	25.00%	25.00%	0.00%	2.75	2.5	2	0.83
Total	8	0.00%	25.00%	50.00%	25.00%	0.00%	3	3	3	0.71

Teachers (2-year post-graduation follow up) responses:

Completer survey results from the 2-year Follow-up Graduates Survey of 2018 graduates did not separate World Language program completers from all program completers. Thus, there is not any data on which to report.

Completer survey results (n=1) from the redesigned 2-year Follow-up Completer Program survey assessing (as there was only one response, a narrative is supplied rather than a table)

Teachers' preparedness, confidence, and importance of engaging in the local school and cultural communities and fostering relationships with families/caretakers/guardians:

Preparation - Results revealed teachers' preparedness to engage in the local school and cultural communities and fostering relationships with families/caretakers/guardians indicated the one respondent felt very prepared to understand and engage in the local school and cultural communities and to communicate and foster relationships with families/caretakers/guardians of students.

Confidence - One teacher reported feeling confident on this item.

Importance - One teacher identified understanding and engaging in the local school and cultural communities and fostering relationships with families/caretakers/guardians as very important.

Employer survey responses:

No data was reported on this aspect.

Aspect 2b. Engaging in Culturally Responsive Educational Practices in Diverse Cultural and Socioeconomic Community Contexts**Program completer open-ended question responses:**

Completer survey results of the 2020 World Language Completer Survey with open-ended responses reporting culturally responsive education practices in diverse cultural and socioeconomic community contexts. Few students reported on their experiences. However, their comments were positive. Suggestions incorporated the need for foreign language students to take more primary level language skills classes and a need for more experiences and exposure to the country and culture of their chosen foreign language, including the potential for a semester abroad which would help completers engage in more culturally responsive practices.

Program completer multiple choice question responses:

Completer survey results with multiple-choice questions from 2017-2020 indicated that 50.0% of all completers felt the students they worked with during their pre-teaching clinical experiences were highly diverse, and 31.25% of completers indicate the students they worked with were somewhat diverse. 37.5% of completers reported being adequately prepared to support all students learning in a diverse community, and 56.25% reported being well prepared.

On the redesigned 2020-2021, World Language Survey completers' responses ($n=4$) on their preparedness were recorded on two questions aligned with Standard 2 Aspect 2b. 4 completers responded to this survey.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared are you to understand the educational and developmental needs of diverse learners?	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.25	4	4	0.43
How well prepared were you to design and engage in culturally responsive educational practices with diverse learners in diverse community contexts?	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.25	4	4	0.43
Total	8	0.00%	0.00%	0.00%	75.00%	25.00%	4.25	4	4	0.43

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

Survey results from the 2-year Follow-up Graduates Survey of 2018 graduates did not separate World Language program completers from all program completers. Thus, there is not any data on which to report.

For S2 aspect b -Two questions were asked on the redesigned 2-year Follow-up Completer Program survey assessing completers' preparation, confidence, and importance of engaging in culturally responsive educational practices in diverse cultural and socioeconomic community contexts.

1. Teachers' preparedness, confidence, and importance of knowledgeably engaging, and fostering relationships with families/guardians/caretakers of culturally diverse learners.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	100.0%	0.0%	0.0%	3	3	3	0
Confidence	1	0.0%	0.0%	100.0%	0.0%	0.0%	3	3	3	0
Importance	1	0.0%	0.0%	0.0%	100.0%	00%	4	4	4	0
Total	3	0.0%	0.0%	66.66%	33.33%	0.0%	3.33	3	3	0.47

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

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Confidence	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Importance	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Total	3	0.0%	0.0%	0.0%	100.00%	0.0%	4	4	4	0

Aspect 2c. Creating and Developing Productive Learning Environments

Program responses on open-ended questions:

Completers reported the URI program has many strengths in helping completers create and develop productive learning environments. Program experiences including coursework including methods courses, knowledgeable and supportive faculty, and adequate resources supporting their learning.

Completer survey results with multiple-choice questions from 2017-2020, students remarked on the need for additional learning around digital technology use in classroom settings.

Program responses on multiple choice questions:

On the redesigned 2020-2021, World Language Survey completers' responses ($n=4$) on their preparedness were recorded on two questions aligned with Standard 2 Aspect 2c.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to use professional strategies to create productive learning environments in a variety of school contexts?	4	0.00%	0.00%	50.00%	25.00%	25.00%	3.75	3.5	3	0.83
How well prepared were you to utilize (incorporate) technology to create a productive learning environment?	4	0.00%	0.00%	0.00%	50.00%	50.00%	4.5	4.5	4,5	0.5
Total	8	0.00%	0.00%	25.00%	37.50%	37.50%	4.13	4	4,5	0.78

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

Survey results from the 2-year Follow-up Graduates Survey of 2018 graduates did not separate World Language program completers from all program completers. Thus, there is not any data on which to report.

For S2 aspect 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.

Survey results ($n=1$) include the completer's responses to how prepared, and confident they felt, and the importance of each of the following five questions: As there is only 1 response, a narrative is employed rather than a chart.

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

Preparation - One teacher felt very prepared to create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts.

Confidence - One teacher reported feeling confident on this item.

Importance - One teacher 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 - One teacher felt very prepared to organize resources, materials, and physical space to support the active engagement of students.

Confidence - One teacher reported being confident on this item.

Importance - One teacher responded that organizing resources, materials, and physical space to support the active engagement of students. was extremely important.

3. Utilize technology to positively affect student learning.

Preparation - The teacher reported being prepared to utilize technology to positively affect student learning.

Confidence - The teacher reported being confident on this item.

Importance - The teacher responded that utilizing technology to positively affect student learning was important.

4. Understand how to analyze and interpret assessment data.

Preparation - The teacher reported being prepared to understand how to analyze and interpret assessment data.

Confidence - The teacher reported being confident on this item.

Importance - The teacher responded that understanding how to analyze and interpret assessment data was important.

5. Design assessment tools that are valid and reliable.

Preparation - The teacher reported being very prepared to design assessment tools that are valid and reliable.

Confidence - The teacher reported being very confident on this item.

Importance - The teacher responded that understanding how to design assessment tools that are valid and reliable was very important.

Employer survey responses:

Employers reported that 25% of teachers ($n=1$) were to a great extent able to use technology to impact student learning and 75% ($n=3$) were able to do so frequently.

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

Program completer open-ended question responses:

Results of the 2020 World Language Completer Survey with open-ended responses reported on topics related to supporting students' growth in international and global perspectives revealed comments and suggestions for study abroad to immerse themselves in international cultures.

Program completer multiple choice question responses:

Completer survey results with multiple-choice 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.

On the redesigned 2020-2021, World Language Survey completers' responses ($n=4$) on their preparedness were recorded on two questions aligned with Standard 2 Aspect 2d.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage and support learners' in developing worldwide perspectives that differed from their own community?	4	0.00%	0.00%	25.00%	25.00%	50.00%	4.25	4.5	5	0.83
How well prepared were you to engage and support learners' own worldwide perspectives?	4	0.00%	0.00%	0.00%	50.00%	50.00%	4.5	4.5	4,5	0.5
Total	8	0.00%	0.00%	12.50%	37.50%	50.00%	4.38	4.5	5	0.7

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

Results from the 2-year Follow-up Graduates Survey of 2018 graduates did not separate World Language program teachers from all program teachers. Thus, there is no data to report.

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

Preparation - teachers survey results assessing teachers' preparedness to support students' growth in international and global perspectives indicated the one respondent felt very prepared on this item.

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

Importance - The one teacher identified the importance of supporting students' growth in international and global perspectives as very important.

Aspect 2e. Professional Growth, Self-Assessment, Goal-Setting, and Reflective Practice**Program completer open-ended question responses:**

Completer survey results of the 2020 World Language Completer Survey with open-ended responses reported positively on issues related to professional growth, self-assessment, goal-setting, and reflective practice. Overall, students were pleased with the professors' support and assistance in supporting their professional growth. Students did not comment on whether they received opportunities for goal setting. An issue one out-of-state program completer experienced but others in other programs have also experienced is the lack of information on the certification process outside Rhode Island which impacted their professional development.

Program completer multiple choice question responses:

Completer survey results with multiple-choice questions from 2017-2020 indicated 62.5% of completers reported they were well prepared to continue their professional development in the future. 68.75% of completers reported that their understanding of professional standards improved because of the program. For the question, "How well prepared are you to adapt your professional practice as need in the future?" 62.5% of completers reported they were well prepared to adapt their professional practice, and 37.5% reported being adequately prepared.

For Standard 2 aspect f - On the redesigned 2020-2021, World Language Survey completers' responses ($n=4$) on their preparedness were recorded on two questions aligned with Standard 2 Aspect 2e.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How well prepared were you to engage in professional goal setting and reflective practice?	4	0.00%	25.00%	50.00%	25.00%	0.00%	3	3	3	0.71
How well prepared were you to continue your own professional growth?	4	0.00%	0.00%	75.00%	0.00%	25.00%	3.5	3	3	0.87
Total	8	0.00%	12.50%	62.50%	12.50%	12.50%	3.25	3	3	0.83

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

Results from the 2-year Follow-up Graduates Survey of 2018 graduates did not separate World Language program completers from all program completers.

For S2 aspect e - Two questions were asked of teachers on the redesigned 2-year Follow-up Completer Program survey assessing teachers' opportunity to engage in self-assessment and professional growth and their opportunity to establish professional goals, engage in professional goal setting, and reflective practice. Teachers survey results ($n=1$) include responses to how prepared, and confident they felt, and the importance of each of the following questions:

1. Teachers' opportunity to engage in self-assessment and professional growth.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	0.0%	0.0%	100%	5	5	5	0
Confidence	1	0.0%	0.0%	0.0%	100%	0.0%	4	4	4	0
Importance	1	0.0%	0.0%	0.0%	0.0%	100%	5	5	5	0
Total	3	0.0%	0.0%	0.0%	33.33%	66.6%	4.67	5	5	0.47

2. Teachers' opportunity to establish goals for their own professional growth, engage in self-assessment, and reflective practice.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Confidence	1	0.0%	0.0%	0.0%	100.0%	0.0%	4	4	4	0
Importance	1	0.0%	0.0%	100.0%	0.0%	0.0%	3	3	3	0
Total	3	0.0%	0.0%	33.33%	66.66%	0.0%	3.67	4	4	0.47

Employer survey responses:

Employers reported 50% of teachers were always able to adapt their professional practice when needed to meet student needs and 50% frequently did so. 50% of teachers have considerably improved their understanding of professional standards since becoming a teacher at the employer's school. In addition, 65% of employers rated the URI teachers as always demonstrating appropriate dispositions for a highly effective teacher.

Aspect 2f. Collaboration to Support Professional Learning

Program completer open-ended questions:

Completer survey results from 2017-2020 for the question on collaboration to support professional learning revealed completers expressed satisfaction with the faculty's ability to provide collaborative learning environments.

Program completer multiple-choice questions:

Completer survey results from 2017-2020 for the question on collaboration to support professional learning indicated that 81.25 % of completers reported the advising they received was highly effective in enabling them to grow and develop professionally. 37.5% of completers reported URI program faculty were moderately effective, and 62.5% were highly effective. For the question, "How effective was your URI supervisor during your student teaching, 93.75% reported them as highly effective, and 56.25% of completers reported their cooperating teacher as highly effective.

Standard 2 aspect f -

How often were you given the opportunity to engage with other students to support each other's professional learning? All 4 completers responded very often.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
How often were you given the opportunity to engage with other students to support each other's professional learning?	4	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
Total	4	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0

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

Survey results from the 2-year Follow-up Graduates Survey of 2018 graduates did not separate World Language program teachers from all program teachers.

Completer survey results (n=1) from the redesigned 2-year Follow-up Completer Program survey assessing teachers' preparedness, confidence, and importance in collaborating to support professional learning.

Rated Item(s)	Total	Distribution %					Avg	Median	Mode	SD
		1	2	3	4	5				
Preparedness	1	0.0%	0.0%	0.0%	0.0%	100%	5	5	5	0
Confidence	1	0.0%	0.0%	0.0%	100%	0.0%	4	4	4	0
Importance	1	0.0%	0.0%	0.0%	0.0%	100%	5	5	5	0
Total	3	0.0%	0.0%	0.0%	33.33%	66.6%	4.67	5	5	0.47

Standard 2 Conclusion:

Overall, our self-study of standard 2 provides evidence that shows completers have 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. Completers report positive attitudes towards URI advisors' and faculty's support of completer learning. One area of concern was students' difficulties with previous teaching experience returning to school for a teaching certificate. Another area of concern across programs was the timeliness of student teaching placements and associated guidance. Comments included the program was expensive and redundant for these students. The scarcity of responses can be related to the lack of specific questions asked of completers on practices with culturally diverse communities of learners and their families. The number of employer responses is also low. To collect more information on program completers, a new database of employer information has been developed, enabling a significant increase in the number of employers receiving surveys.

The completer surveys have been redesigned, and additional questions have been added to better capture the students' awareness, understanding, and engagement in these important professional practices. The Employer survey and the 2-year Graduate survey have also been redesigned to include the individuals' measurement of engaging in the local school and cultural communities, awareness, understanding, and engagement in culturally appropriate practices and development of an international and global perspective local school and cultural communities.

Moving forward, these data will be shared with faculty annually as part of our data days innovation so that program faculty can use these data to inform curriculum, assessments, and program practices.

THE CASE FOR STANDARD THREE: QUALITY PROGRAM PRACTICES

Standard 3: Quality Program Practices

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

3a. Coherent Curricula

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 Interstate Teacher Assessment and Support Consortium (INTASC) and National Council for Accreditation of Teacher Education (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. *Project Performance* evolved into statewide preK-16 “dialogues” across teacher education and arts and sciences disciplines that later moved to the campus levels. These efforts also led to the development of performance-based systems of assessment of candidate competencies during the early stages of the project.

These collaborative efforts led to a common set of standards for initial teacher preparation, the Rhode Island Professional Teaching Standards (RIPTS) 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 SOE's efforts to continuously improve its preparation of candidates as well as to our school and district partners. By having all higher education institutions, schools, and districts work toward and hold common expectations of pre-service and beginning teachers there will be ever increasing coherence among candidates' experiences in campus-based and field experiences, and in their initial entry to professional practice once certified. 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.

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 SOE Core Beliefs are framed as dispositions operationalized by the RIPTS, which explicate the performances that are expected of candidates.

In addition to the RIPTS, courses and critical benchmark tasks were developed in alignment with program-specific professional association standards including the National Association for the Education of Young Children (NAEYC) standards: early childhood education; National Curriculum Standards for Social Studies (NCSS): secondary education, history; National Council for Teachers of Mathematics (NCTM): secondary education, mathematics; National Science Teaching Association (NSTA): secondary education, science; National Council for Teachers of

English (NCTE): secondary education, English; American Council on the Teaching of Foreign Languages (ACTFL): world language education; American Association of School Librarians (ALA-AASL): school library media; National Association of Schools of Music (NASM): music education; Society of Health and Physical Educators (SHAPE America): health education and physical education; Rhode Island Grade Span Expectations (GSEs); Common Core State Standards (CCSS); International Society for Technology in Education (ISTE).

Required 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.

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 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 field placement and supervision 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 for student teaching supervision. Please see Standard 4a for more information on university supervisor, faculty, and clinical educator training and calibration activities.

Field Experience Minimum Hours Summary By Program

Program	Pre-program experience*	First year professional courses*	Second year professional courses, including student teaching*	Total field hours*
Early Childhood (2017-2019)	51	72	516	639
Early Childhood (current requirements)	60	72	516	648
Elementary (2017-2019)	21	60	540	596
Elementary (current requirements)	30	90	540	660
Health and Physical Education (2017-2019)	10	160	640	810
Health and Physical Education (current requirements)	10	160	640	810
Music Education (2017-2019)	21	20	640	681
Music Education (current requirements)	21	60	640	721
School Library Media	N/A	60	480	540

(2017-2019)				
School Library Media (current requirements)	N/A	60	480	540
Secondary and World Languages (2017-2019)	21	60	520	561
Secondary and World Languages (current requirements)	30	90	520	640

*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.

Early Childhood Education

Field and clinical experiences for the early childhood program are numerous and are a program strength. Two semesters, including a practicum, are devoted to preschool education and two semesters, including a practicum and student teaching, are devoted to primary K-2.

In the academic years 2017-2019, the early childhood education program resided within the Human Development and Family Studies Department housed within the College of Health Studies. The early childhood education program, which has always been part of the School of Education's unit for teacher education, follows all of the same policies and procedures as the other initial teacher preparation 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.

Field Experience Table

Field Experience Course Description	Number of Hours	Field Experience Setting	Supervision
EDC 250: Supervised Pre-professional Field Experience Description: Introduce students to the scope of diversity in urban classrooms and provide a contextual understanding both of the RIPTS in action and the dispositions, knowledge, and skills needed to effectively teach diverse learners; support learning in the classroom through one-on-one and small group work.	3 hours per week for minimum of 21 hours (prior to admission)	Urban public elementary school K-2 classroom	Supervision is primarily provided at the classroom level. Course instructors monitor teacher candidate work and understanding through journal reflections and course check-ins. Students discuss their experiences, reflect upon practice, and share ideas and understandings with their classmates.
HDF 203: Introduction to Work with Children Description: Theory and practice in care, teaching, and guidance of preschool children. Lectures, discussion, and participation in a field setting for three hours a week.	3 hours per week for a minimum of 30 hours (prior to admission)	URI Child Development Center (Kingston or Providence)	Supervision is primarily provided at the classroom level. This field experience is also accompanied by a lecture that meets weekly, at which time students reflect upon their observations of children who are enrolled at one of the two URI CDCs.
HDF 301: Curriculum in Early Childhood Description: Theoretical foundations and practical applications of early childhood curriculum as a framework including process, content, context, teaching and facilitating.	3 hours per week for minimum of 12 weeks (fall 1 semester)	Community Preschool or Kindergarten	Supervision is primarily provided at the classroom level. Course instructors monitor teacher candidate work and understanding through journal reflections and course check-ins.
HDF 303: Early Childhood Practicum Description: In-depth examination of early childhood math and science curriculum and assessment for Preschool through Grade 2.	3 hours per week for minimum of 12 weeks (spring 1 semester)	URI Child Development Center (Kingston or Providence)	Supervision is primarily provided at the classroom level. Course instructors monitor teacher candidate work and understanding through journal reflections and course check-ins.

EDC 350: Students apply methodology in a public school setting for grades K-2. Lessons are taught and principles of classroom management, individualized instruction, and integrated curriculum are applied.	3 hours per week for minimum of 12 weeks (fall 2 semester)	Public elementary school classroom Grades K, 1, or 2 (Students placed in classroom where they student teach spring semester)	Supervision is primarily provided at the classroom level. Course instructors monitor teacher candidate work and understanding through journal reflections and course check-ins.
EDC 484: Supervised Student Teaching Description: Engage in an intensive, full teaching load that provides deep instructional practice and experiences related to school-based professional requirements.	40 hours per week for a minimum of 12 weeks (spring 2 semester)	Public elementary school classroom Grades K, 1, or 2	Supervision is primarily provided at the classroom level. Course instructors monitor teacher candidate work and understanding through journal reflections and course check-ins.

Description of Courses and Clinical Experience Expectations

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

Students are enrolled in EDC 250, Urban Field Experience. This field experience is accompanied by a weekly seminar where students discuss their experiences, reflect upon practice, and share ideas and understandings with their classmates. Students work in settings that serve culturally, racially, and economically diverse populations of children and families.

HDF 203, Introduction to Work with Children, requires students to engage with preschool students at one of the University of Rhode Island's Child Developments Centers (CDC) in Kingston or Providence. This field experience is also accompanied by a lecture that meets weekly, at which time students reflect upon their observations of children who are enrolled at one of the two URI CDCs.

Following admission to the Early Childhood program, students enroll in HDF 301, Curriculum for Young Children. This course requires students' to teach in a preschool that employs the NAEYC principles and standards. Students work in settings that serve diverse populations of children and families.

In HDF 303, Early Childhood Practicum, students return to one of the URI's CDCs where they teach preschool students and engage in two "Head Teacher Days," in which they assume leadership roles for an entire day. Students gain valuable experience during this field experience in working with diverse families and in planning and implementing activities and learning centers for children with special needs (emotional, physical, social, and academic).

EDC 350, Primary School Practicum, is the pre-student teaching course where students teach in the same public school classroom at which they will complete student teaching in the next spring semester. During their EDC 350 experience, students visit classrooms serving children with special needs in such settings as Occupational Therapy, Reading Recovery, Speech, and Remedial Math. These two visits, minimum, outside of their own classrooms, total four hours of observation and interaction with the children and teachers. EDC 350 is taken concurrently with EDC 426, Integrated Primary School Curriculum. During EDC 426, students discuss and reflect upon their experiences in EDC 350, practice writing lesson plans, perform practice lessons for the class, and share teaching ideas. In EDC 426/350, in collaboration with their clinical educators, students also write a comprehensive Unit Plan that is implemented in the spring semester, during student teaching.

Early Childhood students enroll in EDC 484 for Supervised Student Teaching. Because students continue to work with the same teachers during spring student teaching with whom they have worked during the previous fall semester, students and teachers frequently communicate and/or meet over the winter intersession months to plan for the upcoming semester. Students attend all parent-teacher conferences, IEP meetings (with prior approval of all parties), parent conferences, workshops and in-service meetings (as allowed). Students implement their three-week Thematic Unit. Seminar in Student Teaching (EDC 485) accompanies this experience for students. Seminar expectations and experiences during the Seminar in Student Teaching include sharing of student teaching experiences, participating in mock Job Interviews, Career Services support, attending a Kappa Delta Pi (Honorary Education Society) Open Forum on Teaching and/or Career Fair, writing a professional resume, and compiling an Exit Professional Portfolio. In addition, topics that are addressed include Differentiating Instruction, Family Diversity, Assessment Tools and Techniques, and Parent-Teacher Conferences.

Current Innovations and Program Improvement

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

- 1) In 2019, the Early Childhood Education certification program and major transitioned into the College of Education and Professional Studies from the College of Health Sciences to better align with the structure and requirements of a teacher certification program, in addition to capitalizing on the structural resources of the School of Education. In making this transition, communication between the unit and each program has become more efficient and effective, advising and field placement have been streamlined, and faculty are able to collaborate more on research and grants.
- 2) To respond to feedback from the RI Department of Education after the 2019 program approval (PREP-RI) review, HDF 303 changed the field experience to a local, public Kindergarten classroom. HDF 303 is now EDC 336.
- 3) Candidates complete a field experience at both URI Child Development Centers to give an experience in an urban community (URI CDC Providence) and in an suburban community (URI CDC Kingston).
- 4) Many candidates in the Early Childhood Education program double major in Human Development and Family Studies. Through this double major, candidates receive a deep experience in working with families in the community and have additional field experience in a local infant classroom.
- 5) The EDC 250 field experience hours were increased from a 21 to 30 minimum.
- 6) The Early Childhood Education certification program is currently discussing how to meet the upcoming residency requirement (2024).

Early Childhood EDC 484 Final Supervisor Evaluation Summary Data

<u>Rubric Criteria</u>	<u>Cohorts</u>	<u>Authors evaluated</u>	<u>Average for Group</u>
Average of 87 Criterion Average	Early Childhood Education 2015 - 2017, Early Childhood Education 2017 - 2019, Early Childhood Education 2016 - 2018	41	4.39/5 (87.78%)

Early Childhood EDC 484 Final Clinical Educator Evaluation Summary Data

<u>Rubric Criteria</u>	<u>Cohorts</u>	<u>Authors evaluated</u>	<u>Average for Group</u>
Average of 87 Criterion Average	Early Childhood Education 2015 - 2017, Early Childhood Education 2016 - 2018, Early Childhood Education 2017 - 2019	41	4.18/5 (83.64%)

Elementary Education

Elementary candidates benefit from a continuous sequence of field based placements, where they assume increasing responsibility in the classroom. These placements are selected to ensure that candidates have experience across various grade levels and with students with a variety of diverse experiences (e.g. suburban and urban communities, students with special needs and students participating in an ELL program, etc.). Once admitted to the elementary program, candidates complete 2 year-long field experiences, giving them the benefit of seeing a classroom from the beginning of the school year to the end. With a few exceptions, all of our candidates have one placement in grades 1 or 2, one in grades 3 or 4, and one in grades 5 or 6.

Each semester, candidates have a field-based experience that accompanies classes in education for a total of 596 hours by the end of student teaching. The elementary team considers it imperative for candidates to learn about educational theories, instructional and assessment approaches, and classroom management strategies in courses, while at the same time observing theories in practice in actual classrooms. Field-based experiences provide a contextual frame for class discussions and assignments in the associated courses.

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.

Field Experience Table

Field Experience Course Description	Number of Hours	Field Experience Setting	Supervision
EDC 250: Supervised Pre-professional Field Experience Description: Introduce students to the scope of diversity in urban classrooms and provide a contextual understanding both of the RIPTS in action and the dispositions, knowledge, and skills needed to effectively teach diverse learners; support learning in the classroom through one-on-one and small group work. Taken prior to admission	3 hours per week for minimum of 21 hours (prior to admission)	Urban public elementary school gr. 1-6 classroom	Supervision is primarily provided at the classroom level. Course instructors monitor teacher candidate work and understanding through journal reflections and course check-ins. Students discuss their experiences, reflect upon practice, and share ideas and understandings with their classmates.
EDC 454: Individual Differences Field Experience Description: Supervised field experience related to EDC 453 consisting of special education, language minority, compensatory education, gifted and talented, and at-risk students.	3 hours per week for minimum of 30 hours (fall 1 semester)	Urban/urban ring public elementary school classroom, grades 1-6	Supervision is primarily provided at the classroom level and within EDC 453, Individual Differences. Candidates, with their clinical educator, complete a midterm and final evaluation of their performance. The teacher's final evaluation of the candidate is documentation in the candidate's electronic portfolio.

<p>EDC 459: Field Supervised Methods Practicum I Description: Supervised field experience related to evaluation of elementary students and methods courses: assessment, mathematics, and science. Students will observe and teach.</p>	<p>3 hours per week for minimum of 30 hours (spring 1 semester)</p>	<p>Urban/urban ring public elementary school classroom, grades 1-6</p>	<p>Supervision is primarily provided at the classroom level and within EDC 456 (math methods), EDC 457 (science methods), and EDC 458 (social studies methods). Candidates, with their clinical educator, complete a midterm and final evaluation of their performance. The teacher's final evaluation of the candidate is documentation in the candidate's electronic portfolio.</p>
<p>EDC 460: Supervised Methods Practicum II Description: Supervised field experience related to evaluation of elementary students and methods courses: teaching special needs students, social studies, and language arts. Students will observe and teach. Students meet periodically throughout the semester to focus on issues of classroom management.</p>	<p>1 full school day per week for a minimum of 60 hours (fall 2 semester)</p>	<p>Public elementary school classroom, grades 1-6</p>	<p>Supervision is primarily provided at the classroom level and within EDC 455 (language arts methods), EDC 452 (assessment), and EDC 402 (inclusion of students with special needs). Candidates meet on campus every other week to focus on classroom management and environment issues. All candidates are observed teaching a lesson in their practicum by a University Supervisor. Candidates with their clinical educator complete a midterm and final evaluation of their performance in this practicum. The teacher's final evaluation of the candidate is documentation in the candidate's electronic portfolio.</p>
<p>EDC 484: Supervised Student Teaching Description: Engage in an intensive, full teaching load that provides deep instructional practice and experiences related to school-based professional requirements.</p>	<p>40 hours per week for a minimum of 12 weeks (spring 2 semester)</p>	<p>Public elementary school classroom, grades 1-6</p>	<p>The University supervisor observes the student teacher at least five times during the semester and provides consultation and feedback after those observations. Two of the five observations are formal observations as mandated by the Rhode Island Professional Teacher Standards (RIPTS) These observations include a pre-conference with the student teacher as well as a post-conference. Also, individual RIPTS are selected by the student teacher to be the focus of the supervisor's observation. The clinical educator also completes two formal observations of the candidates using the measures described above. The clinical educator also provides formative feedback. Student teachers are asked to reflect continuously on their practice and to ascertain how their practice influences student learning.</p>

Description of Courses and Clinical Experience Expectations

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

Students are enrolled in EDC 250, Urban Field Experience. This field experience is accompanied by a weekly seminar where students discuss their experiences, reflect upon practice, and share

ideas and understandings with their classmates. Students work in settings that serve culturally, racially, and economically diverse populations of children and families.

EDC 454 is the field placement that accompanies the Individual Differences course (EDC 453). The placement is in a multicultural public school classroom often with a significant number of students coming from homes identified as in poverty. Candidates work with students one-on-one, in small groups, and occasionally teach whole class lessons if the clinical educator deems it appropriate. EDC 453 uses this practicum to focus candidates on expanding their knowledge of individual differences as they relate to student learning. Candidates are introduced to culturally responsive practice, differentiation, Response to Intervention, special education, and gender, gender identity and sexuality topics. Candidates focus on five culturally responsive practices tasks: planning and instruction, collaboration, communication, professional behavior, and assessment. Depending on the student and the teacher's needs, one or more of the tasks are often implemented in the classroom. These tasks must be grounded in the reality of their practicum and are evidence in their electronic portfolio.

EDC 459, Methods Practicum I, is the course designed to accompany the math (EDC 456), science (EDC 457) and social studies (EDC 458) methods courses in the second semester in the program. Most candidates complete this field experience in the same classroom as they did for EDC 454. Candidates teach at least 3 standards-based lessons connected to the methods classes (math, science, and social studies). All three lessons are part of their electronic portfolio.

EDC 460, Methods Practicum II, accompanies language arts methods (EDC 455), assessment (EDC 452) and inclusion of students with special needs (EDC 402) courses in the third semester in the program. Candidates spend one full day a week in the classroom in which they will eventually student teach. This practicum allows candidates to begin assuming more responsibility for teaching large groups of students. For example, candidates develop an intervention around a classroom management and environment issue in collaboration with their clinical educator. Candidates also create a data-driven formative/summative assessment task and analysis.

EDC 484 Student Teaching is the capstone clinical experience. Student teachers continue in their classroom from the EDC 460 placement. This extended placement affords candidates opportunities to see various aspects of the teaching profession and build relationships with their students, clinical educator, and other teachers in the building. In addition to participating in classroom assessment and instruction, candidates attend staff meetings, parent conferences, grade level planning, and meetings for RTI and developing an Individualized Education Plan for students (as allowed). They observe the administration of standardized tests and/or participate in School Improvement Team activities that utilize the school's standardized test and survey data to plan for a more effective instructional program (as allowed). Student teachers assume total responsibility for all instruction for a period of three weeks towards the end of the semester. This enables student teachers to demonstrate performance relative to assessment, instruction, collaboration with other teachers, and classroom management.

Current Innovations and Program Improvement

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

- 1) University supervisors have traditionally supervised only during the spring student teaching experience. To provide steady and consistent supervision, and to allow the university supervisors to get to know the teacher candidates earlier, two university supervisors now teach the earlier practicum courses (EDC 454, EDC 459, and EDC 460). Having university supervisors support teacher candidates throughout the program allows for gradual growth through support that builds upon candidates' strengths and unique

- experiences. This change has brought about more communication between field placements and the program, including better problem-solving and collaboration.
- 2) The elementary program has increased the minimum required number of practicum hours for EDC 454 and EDC 459 to 45 hours to give candidates more time in classrooms and to meet certification hour requirements for certification extensions.
 - 3) Local district administration has stressed the importance of hiring teachers with special education and/or TESOL certifications. The elementary team has responded to these needs by adding options for candidates in the elementary program to earn the special education certification and the TESOL certification concurrently with the elementary certification. This change not only increases the career opportunities for program completers, but also increases the number of teachers in our communities with experience in meeting the specific needs of diverse learners.
 - 4) A goal of the elementary team is to strengthen field placement by deepening relationships with local schools.
 - a) One way that this is accomplished is through the GEMSNet program. In addition to providing professional development in the STEM disciplines to local teachers, candidates are also included in this professional development to encourage candidates to learn alongside clinical educators. More information on GEMS-Net is in Appendix A and Standard 4.
 - b) Another way that the elementary program is looking to deepen relationships with local schools is by changing the placement model from one candidate paired with one clinical educator to a structure of sending a cohort of candidates to a school with the intention of meeting specific needs of the school.
 - c) The elementary team is considering structuring the program so that candidates start certification coursework earlier. By doing so, candidates will be able to complete more field placement experiences. Changing the structure in this way is anticipated to have significant impacts on the program and candidates: 1) candidates could substitute teach and earn field placement hours, 2) recruitment and pipeline programs would be more streamlined, 3) the connection with the special education program could be refined.
 - 5) In response to the prevalence of virtual learning, the elementary team has added a virtual experience for supporting local elementary students in literacy. Called the “Literacy League”, elementary students looking for support in reading and writing were invited to a 10 week online program to work with undergraduate candidates in the elementary program.
 - 6) The EDC 250 field experience hours were increased from a 21 to 30 minimum.
 - 7) The Elementary Education certification program is currently discussing how to meet the upcoming residency requirement (2025).

Elementary 484 Final University Supervisor Evaluation

Rubric Criteria	Cohorts	Authors evaluated	Average for Group
Average of 87 Criterion Average	Elementary Education 2015 - 2017, Elementary Education 2016 - 2018, Elementary Education 2017 - 2019	168	2.78/3 (92.63%)

Elementary 484 Final Clinical Educator Evaluation

Rubric Criteria	Cohorts	Authors evaluated	Average for Group
Average of 87 Criterion Average	Elementary Education 2015 - 2017, Elementary Education 2016 - 2018, Elementary Education 2017 - 2019	168	2.80/3 (93.33%)

Health Education and Physical Education

The Health Education and Physical Education (HPE) program is committed to preparing candidates as successful teachers of health and physical education for all grades (K-12) for licensing in Rhode Island and other states. The program is enhanced by a variety of practicum experiences in school settings.

The academic years 2017-2019, the HPE program was one of three emphasis areas for students majoring within the Kinesiology Department housed the College of Health Studies. The HPE program, which has always been part of the School of Education's unit for teacher education, follows all of the same policies and procedures as the other initial teacher preparation 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.

Health Education and Physical Education Field Experience Table

Field Experience Course Description	Number of Hours	Field Experience Setting	Supervision
KIN 270: Introduction to Teaching Physical Education and Health Description: Foundations of teaching physical education and health. Application of current theories of effective practices of teaching physical education and health in the elementary and secondary schools.	10 hours (prior to admission)	Public school physical education and health education programs	Supervision is provided at the classroom level and by the university supervisor.
KIN 315: Supervised Experience-Physical Education in the Secondary School Description: Students participate in supervised experience laboratory for methods learned in 314.	40 hours over 12 weeks minimum	Public middle or high school physical education programs	Supervision is provided at the classroom level and by the university supervisor.
KIN 305: Supervised Experience-Physical Education in the Elementary School Description: Students participate in supervised experience laboratory for methods learned in 304.	40 hours over 12 weeks minimum	Public elementary school physical education programs	Supervision is provided at the classroom level and by the university supervisor.
KIN309: Supervised Experience-Health Education Description: Students participate in supervised experience laboratory for teaching methods learned in EDC307	40 hours over 12 weeks minimum	Public K-12 health education programs	Supervision is provided at the classroom level and by the university supervisor.
KIN 430: Adapted Aquatics Description: Planning, administering, and teaching adapted aquatics. Application of kinesiological concepts, characteristics, and methods of teaching aquatics to people with disabilities.	20 hours over 12 weeks minimum	An adapted Aquatics lab accompanies this class. During the lab, each student is paired with a child with a disability to work with throughout the semester. The program takes place in the URI Tootell Aquatics Center.	Supervision is provided at the classroom level and by the university supervisor.

<p>KIN 410: Adapted Physical Education Description: Planning and evaluation of physical education programs for individuals with special needs. Includes issues regarding disability laws and various mental, psychological, and physical conditions.</p>	<p>20 hours over 12 weeks minimum</p>	<p>A physical activity lab accompanies this class. During the lab, each student is paired with a child with a disability to work with throughout the semester. The students teach the children fitness activities, cooperative games, yoga and dance. This program takes place in the URI West Gym and the URI Human Performance Laboratory.</p>	<p>Supervision is provided at the classroom level and by the university supervisor.</p>
<p>EDC 486: Student Teaching In Elementary Physical Education EDC 487: Student Teaching In Secondary Physical Education Description: Under selected and approved critic teachers, students participate in classroom teaching and other school activities.</p>	<p>40 hours per week for a minimum of 16 weeks (8 elementary and 8 secondary)</p>	<p>Public elementary and secondary school classrooms, physical education and health education programs</p>	<p>The University Supervisor observes the student teacher at least five times during the semester and provides consultation and feedback after those observations. Two of the five observations are formal observations as mandated by the Rhode Island Professional Teacher Standards (RIPTS) These observations include a pre-conference with the student teacher as well as a post-conference. The clinical educator also completes two formal observations of the candidates using the measures described above.</p>

Description of Courses and Clinical Experience Expectations

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

Taken in year 1 or 2, KIN 270, requires that candidates observe at an elementary, secondary school in a public or private school setting. At least one observation is in an urban setting e.g., Providence and Pawtucket school systems. Through this course, candidates experience the authentic environment of a physical education teacher.

Taken in year 3, KIN 315 includes a supervised field experience at the secondary level. Candidates are assigned in small groups (1-2) to secondary school physical education programs. Candidates are required to actively engage in planning and instruction, reflection on lesson and unit plans, assessment of student learning, student motivation and management, and communication and collaboration with clinical educators.

In KIN 305, candidates are assigned in small groups (1-2) to elementary school Physical education programs to give potential PE teacher candidates teaching experiences at the elementary level. Candidates are required to actively engage in planning and instruction, reflection on lesson and unit plans, assessment of student learning, student motivation and classroom management, and communication and collaboration with clinical educators.

In KIN 309, candidates are assigned to K-12 school health education programs in small groups (1-2) to give potential health and PE teacher candidates teaching experiences at the public school setting. Candidates are required to actively engage in planning health education classes and instruction, reflection on health education lesson and unit plans, assessment of student learning, student motivation and classroom management, and communication and collaboration with clinical educators

In KIN 430, candidates are assigned a child or “athlete” with disabilities from the community, with whom they will work for the entire semester. Every week, the candidates establish a physical activity program for their athlete taking into consideration their disability. The goal of KIN 430 is to provide hands-on experience in working with students with physical, cognitive, or learning disabilities.

In KIN 410, candidates are assigned a child or “athlete” with disabilities from the community, with whom they will work for the entire semester. Candidates establish a physical activity program for their athlete taking into consideration their disability. The goal of KIN 410 is to provide hands-on experience in working with students with physical, cognitive, or learning disabilities

Candidates typically student teach in year 4 or their final semester. KIN 486 and KIN 487 are the capstone field experience for the teacher candidates. Students teach 8 weeks in an elementary setting (KIN 486) and 8 weeks in a secondary setting (KIN 487) for a total of 16 weeks. The goal of student teaching is to become independent PE and health teachers in terms of planning and teaching, and formulating lessons based upon a solid knowledge of PE and health pedagogy.

Current Innovations and Program Improvement

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

- 1) In 2019, the Health and Physical Education certification program transitioned into the College of Education and Professional Studies from the College of Health Sciences to better align with the structure and requirements of a certification program, in addition to capitalizing on the structural resources of the School of Education. In making this transition, communication between the unit and each program has become more efficient and effective, advising and field placement has been streamlined, and faculty are able to collaborate more. Additionally, coursework was streamlined and aligned to the requirements of the School of Education and the Health and Physical Education became a separate major after being considered a “track” in the Kinesiology department.
- 2) University supervisors have traditionally supervised only during the spring student teaching experience. To provide steady and consistent supervision, and to allow the university supervisors to get to know the teacher candidates earlier, one university supervisor now teaches the earlier practicum courses. Having university supervisors support teacher candidates throughout the program allows for gradual growth through support that builds upon candidates’ strengths and unique experiences. This change has brought about more communication between field placements and the program, including better problem-solving and collaboration.

- 3) The Health and Physical Education certification program is currently discussing how to meet the upcoming residency requirement (2025).

HPE Elementary Placement Final Supervisor Evaluation

Rubric Criteria	Folio Area	Authors evaluated	Average for Group (Raw)
Average of 87 Criterion Average	All Grades Health and Physical Education 2016-2017, All Grades Health and Physical Education 2017-2018, All Grades Health and Physical Education 2018-2019	120	4.29/5 (85.86%)

HPE Secondary Placement Final Supervisor Evaluation

Rubric Criteria	Cohorts	Authors evaluated	Average for Group
Average of 87 Criterion Average	All Grades Health and Physical Education 2016-2017, All Grades Health and Physical Education 2017-2018, All Grades Health and Physical Education 2018-2019	120	4.54/5 (90.70%)

HPE Elementary Final Clinical Educator Evaluation

Rubric Criteria	Cohorts	Authors evaluated	Average for Group
Average of 87 Criterion Average	All Grades Health and Physical Education 2016-2017, All Grades Health and Physical Education 2017-2018, All Grades Health and Physical Education 2018-2019	120	4.26/5 (85.19%)

HPE Secondary Final Clinical Educator Evaluation

Rubric Criteria	Cohorts	Authors evaluated	Average for Group
Average of 87 Criterion Average	All Grades Health and Physical Education 2016-2017, All Grades Health and Physical Education 2017-2018, All Grades Health and Physical Education 2018-2019	120	4.42/5 (88.44%)

Music Education

Music Education candidates are required to pass two practicum field experiences prior to student teaching and a 16 week student teaching experience.

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.

Music Education Field Experience Table

Field Experience Course Description	Number of Hours	Field Experience Setting	Supervision
EDC 250: Supervised Pre-professional Field Experience Description: Introduce students to the scope of diversity in urban classrooms and provide a contextual understanding both of the RIPTS in action and the dispositions, knowledge, and skills needed to effectively teach diverse learners; support learning in the classroom through one-on-one and small group work. Taken prior to admission	3 hours per week for minimum of 21 hours (prior to admission)	Urban public elementary or secondary school, music education program	Supervision is primarily provided at the classroom level. Course instructors monitor teacher candidate work and understanding through journal reflections and course check-ins.
MUS 341: Field Experiences in Secondary Music Education Description: Supervised field experience and seminar for students to observe music teaching and learning in secondary music education settings. Apply music teaching and rehearsal methodologies, and refine management techniques.	2 hours per week for 10 weeks (fall 1 semester)	Public middle or high school physical education programs	Supervision is primarily provided at the classroom level.
EDC 484: Supervised Student Teaching Description: Engage in an intensive, full teaching load that provides deep instructional practice and experiences related to school-based professional requirements.	40 hours per week for a minimum of 16 weeks (8 elementary and 8 secondary) Year 4	Public elementary and secondary school classrooms, music education programs	Supervision is primarily provided at the classroom level.

Description of Courses and Clinical Experience Expectations

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

In EDC 250, candidates (assigned in small groups of 3-4) take part in classroom music lessons, work with small groups assisting with music literacy skills and activities designed to promote musical growth and to give potential teacher candidates teaching experience in a diverse classroom.

Candidates in MUS 341 are assigned in small groups (3-4) to secondary choral and/or instrumental public school music programs to give potential music teacher candidates teaching experiences at the secondary (high school or middle school) level. Candidates assist with ensemble rehearsals, small group sectional rehearsals, theory & guitar classes as well as festival preparation

Designed to be the capstone experience for the teacher candidate, EDC 484 includes 8 weeks in an elementary setting and 8 weeks in a secondary setting for a total of 16 weeks to become independent music teachers in terms of planning and executing ensemble rehearsals, classroom music activities leading to music literacy, and formulating lessons based upon a solid knowledge of music pedagogy.

Current Innovations and Program Improvement

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

- 1) The Music Education certification program has added a 30 hour field experience class in an elementary music program, MUS 376.
 Course Description (MUS 376): Supervised field experience for observing music teaching and learning in elementary general music settings, applying music teaching methodologies, and developing management techniques. Focus on diverse learners, physical exceptionalities and language.
- 2) MUS 341 is now MUS 476. The hour requirement was increased from 20 hours to 30 hours.
 Course Description (MUS 476): Supervised field experience and seminar for students to observe music teaching and learning in secondary music education settings. Apply music teaching and rehearsal methodologies, and refine management techniques.
- 3) The instructor for the music section of EDC 250 facilitates the music practicum so that small groups of candidates complete their practicum hours together in a community of practice.
- 4) The Music Education certification program is currently discussing how to meet the upcoming residency requirement (2024).

Music Elementary Supervisor Final Evaluation

Rubric Criteria	Cohorts	Authors evaluated	Average for Group
Average of 87 Criterion Average	Music Education 2015-2017, Music Education 2017-2019, Music Education 2018-2020	58	3.89/5 (77.71%)

Music Secondary Supervisor Final Evaluation

Rubric Criteria	Cohorts	Authors evaluated	Average for Group
Average of 87 Criterion Average	Music Education 2015-2017, Music Education 2017-2019, Music Education 2018-2020	58	4.02/5 (80.37%)

Music Elementary Clinical Educator Final Evaluation

<u>Rubric Criteria</u>	<u>Cohorts</u>	<u>Authors evaluated</u>	<u>Average for Group</u>
Average of 87 Criterion Average	Music Education 2015-2017, Music Education 2017-2019, Music Education 2018-2020	58	3.61/5 (72.23%)

Music Secondary Clinical Educator Final Evaluation

<u>Rubric Criteria</u>	<u>Cohorts</u>	<u>Authors evaluated</u>	<u>Average for Group</u>
Average of 87 Criterion Average	Music Education 2015-2017, Music Education 2017-2019, Music Education 2018-2020	58	3.98/5 (79.58%)

School Library Media

The School Library Media program is a track within the 36-credit hour MLIS program, enabling students to earn the MLIS degree while qualifying for School Library Media Certification in Rhode Island and other states in the Interstate Certificate Compact including Connecticut, Maine, Massachusetts, New Hampshire, New York and Vermont.

The School Library Media clinical experiences enable candidates to develop proficiency in the critical concepts, principles, and practices of the certificate area. The candidates also participate in activities interacting with practicing librarians or other experts and stakeholders in LSC527, LSC520, LSC530 and LSC531.

The program requires 12 weeks of full time student teaching in the final semester of the program, six weeks at the elementary level and six weeks at the secondary level. This professional experience fulfills criteria for PK-12 Library Media certification.

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.

School Library Media Field Experience Table

Field Experience Course Description	Number of Hours	Field Experience Setting	Supervision
LSC 520: School Library Media Services Description: Prepare school librarians to meet RIPTS and AASL roles: teacher, information specialist, instructional partner, administrator and leader. Emphasize teaching AASL standards integrated with Common Core Standards. Includes 60-hour field experience.	Minimum of 60 hours per semester (final fall semester prior to student LSC 596)	3 public schools (elementary, middle, and secondary), including one urban or urban ring site as well as 60 hours of fieldwork at two pre-practicum sites.	Supervision is primarily provided at the classroom level.
LSC 596 Practicum and Seminar School Library Media Description: Culminating class for candidates to demonstrate mastery of Professional Teaching and ALA/AASL Standards including five roles: teacher, information specialist, instructional partner, administrator and leader.	40 hours per week, 12 weeks Final spring semester in program	Public elementary and secondary school classrooms, school library media programs	Supervision is primarily provided at the classroom level.

Description of Courses and Clinical Experience Expectations

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

The pre-practicum class, LSC 520, occurs in the fall semester of the final year of the program and the practicum class, LSC 596, a 9 credit course, is completed in the spring semester of the final year of the program.

Current Innovations and Program Improvement

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

- 1) The School Library Media certification program has recently been modified to the university's 7-week accelerated format. This program modification is critical to meeting the needs of the candidates in this certification area as they are primarily professionals already teaching in another area. This online, condensed format is more accessible to employed teachers because it offers more options for schedule flexibility, particularly with regards to the student teaching requirement. The Library Media Specialist position is a high needs certification area in Rhode Island. The program is committed to considering changes to make the program more accessible to a wider pool of candidates.

- 2) The faculty in the School Library Media certification program has been working with the RI Department of Education to find a more streamlined option to certification for individuals with another teaching certification. Options considered thus far have included a modified student teaching requirement. The Library Media Specialist position is a high needs certification area in Rhode Island. The program is committed to considering changes to make the program more accessible to a wider pool of candidates.

Library Media Final Supervisor Evaluation

Rubric Criteria	<u>Cohorts</u>	<u>Authors evaluated</u>	<u>Average for Group</u>
Average of 87 Criterion Average	Library Media Specialist 2016-2017, Library Media Specialist 2017-2018, Library Media Specialist 2018-2019	36	4.33/5 (86.56%)

Secondary Education and World Languages

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.

Field Experience Table

Field Experience Course Description	Number of Hours	Field Experience Setting	Supervision
EDC 250: Supervised Pre-professional Field Experience Description: Introduce students to the scope of diversity in urban classrooms and provide a contextual understanding both of the RIPTS in action and the dispositions, knowledge, and skills needed to effectively teach diverse learners; support learning in the classroom through one-on-one and small group work.	3 hours per week for minimum of 21 hours (prior to admission)	Urban public secondary school	Supervision is primarily provided at the classroom level. Course instructors monitor teacher candidate work and understanding through journal reflections and course check-ins.
EDC 331: Clinical Experiences in Secondary Education I Description: Student applies content learned in the measurement course (EDC 371) and prior course work in classroom settings. Pre: EDC 312 or 512 and concurrent enrollment in EDC 371.	30 hours minimum (fall 1)	Varied middle schools throughout RI, with strong middle school program elements represented.	Supervision is primarily provided at the classroom level.
EDC 332: Clinical Experiences in Secondary Education II Description: Secondary school clinical experience. Students apply content learned in EDC 448 and EDC402 and prior course work in classroom settings. Pre: EDC 371, 331, and concurrent enrollment in 448 and 402.	30 hours minimum (spring 1)	High schools with significant ELL population	Supervision is primarily provided at the classroom level.
EDC 431: Clinical Experiences in Secondary Education III Description: Secondary school clinical experience, taken concurrently with secondary methods course (430) during semester prior to student teaching. Student applies content learned in methods course and prior course work to peer teaching and classroom settings.	40 hours minimum (fall 2)	Varied middle and high schools throughout RI. Same placement(s) as student teaching.	Supervision is primarily provided at the classroom level.

<p>EDC 484 Student Teaching Description: Engage in an intensive, full teaching load that provides deep instructional practice and experiences related to school-based professional requirements.</p>	<p>40 hours per week for 12 weeks minimum 480 hours minimum (Spring 2)</p>	<p>Varied middle and high schools throughout RI.</p>	<p>Supervision is primarily provided at the classroom level.</p>
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Description of Courses and Clinical Experience Expectations

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

Candidates are introduced to the scope of diversity in urban classrooms in EDC 250. This field placement provides a contextual understanding both of the RIPTS in action and the dispositions, knowledge, and skills needed to effectively teach diverse learners; support learning in the classroom through one-on-one and small group work.

EDC 331 is taken concurrently with EDC 371 and EDC 400. EDC 331 is the first professional practicum after acceptance into the secondary education program in a middle school placement, regardless of whether or not teacher candidates intend to acquire a middle school certificate extension. Candidates focus on assessment strategies in diverse middle school settings to gain knowledge and skills to support developmental learning characteristics of candidates and demonstrate middle school competencies. Candidates assemble teaching resources from each of their theory courses to apply later.

EDC 332 is taken concurrently with EDC 402 and EDC 448. This is the second professional practicum after acceptance. Candidates build cultural competence, knowledge, and skills in teaching ethnic and language minority candidates through teaching students in English Language Learner programs and students with special needs, with an emphasis on inclusionary practices. Candidates assemble teaching resources from each of their theory courses to apply later.

EDC 431 is taken concurrently with EDC 430 and EDC 415. EDC 431 is the third professional practicum and is completed in the same placement(s) as student teaching in the following semester. Candidates gradually implement increasingly complex teaching practices and classroom management strategies in diverse settings, leading to independent teaching during student teaching.

Student teaching is completed in EDC 484, taking concurrently with EDC 485 (student teaching seminar). Candidates teach full-time with responsibility for improving student learning. This extended placement affords candidates opportunities to see various aspects of the teaching profession and build relationships with their students, clinical educators, and other educators and key personnel in the school. To successfully complete the Secondary and World Language programs, candidates must meet all RIPTS standards by the end of student teaching, which address assessment, instruction, collaboration with other teachers, classroom management and the diversity standard.

Current Innovations and Program Improvement

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

- 1) In 2018-2019, both of the early field experience classes were revised to deepen candidate understanding of the role of the classroom teacher and to strengthen the professional development of the candidates. A comprehensive website was developed for EDC 331 to support candidates' work in middle level placements and facilitate their

use of online teaching resources. Candidates were also encouraged to borrow an iPad, Keyboard, and Apple pencil to use in their courses and in their placement schools throughout their two year program. Additionally, an alum of the secondary program and a current practicing local teacher was hired to supervise candidates in EDC 331. Four in-person meetings were added to EDC 332 to support orientation for ELL placement and assembling candidates' Personal Assessment Knowledge Base, a collection of resources from their pedagogy courses (EDC 402 and 448) that candidates could apply in their respective teaching methods courses (EDC 430).

- 2) The development of the RI-MESA program includes plans to place more candidates in schools with RI MESA support and to provide more tutoring opportunities for candidates in RI-MESA schools. More information on RI-MESA can be found in Standard 4 and Appendix A.
- 3) The World Language certification program coursework is aligned to the Secondary certification program coursework because the World Language certification in RI used to be in the secondary grade span only (7-12). The RI Department of Education has changed the World Language certification grade span to be K-12. To respond to this change:
 - a) The World Language certification program requires EDC 400 to provide middle level pedagogy to the middle level field experience.
 - b) The World Language certification program has recently been approved as a separate program from the Secondary certification programs and is working towards a fully standalone program in all facets of the university (course catalogue, program descriptions, etc.).
 - c) The World Language certification program is looking to create more opportunities for field experiences across the grade span (K-12), particularly at the elementary level.
- 4) During the student teaching semester, candidates are supported in starting their job search process through alumni and district leadership panels, and through the development and writing of a statement of teaching philosophy, which is connected to the mock interview that occurs at the end of student teaching.
- 5) To set a standard of professional service, student teachers give back to their professional community through service. For example, candidates in the secondary science certification program judge the RI state science fair.
- 6) The EDC 250 field experience hours were increased from a 21 to 30 minimum.
- 7) The Secondary and World Language programs have increased the required number of practicum hours for EDC 331 and EDC 332 from 30 hours to 45 hours to give candidates more time in classrooms and to meet certification hour requirements for certification extensions.

Secondary Education/World Languages University Supervisor Final Evaluation

<u>Rubric Criteria</u>	<u>Cohorts</u>	<u>Authors evaluated</u>	<u>Average for Group</u>
Average of 435 Criterion Average	Secondary English 2016-2017, All Grades World Language 2016-2017, Secondary Mathematics 2016-2017, Secondary Science 2016-2017, Secondary History/Social Studies 2016-2017, All Grades World Language 2017 - 2018, Secondary English 2017-2018, Secondary Mathematics 2017-2018, Secondary Science 2017-2018, Secondary History/Social Studies 2017-2018, All Grades World Language 2018 - 2019, Secondary History/Social Studies 2018-2019, Secondary Science 2018-2019, Secondary Mathematics 2018-2019, Secondary English 2018-2019	121	4.09/5 (81.83%)

Secondary Ed/World Languages Clinical Educator Final Evaluation

<u>Rubric Criteria</u>	<u>Cohorts</u>	<u>Authors evaluated</u>	<u>Average for Group</u>
Average of 435 Criterion Average	Secondary English 2016-2017, All Grades World Language 2016-2017, Secondary Mathematics 2016-2017, Secondary Science 2016-2017, Secondary History/Social Studies 2016-2017, All Grades World Language 2017 - 2018, Secondary English 2017-2018, Secondary Mathematics 2017-2018, Secondary Science 2017-2018, Secondary History/Social Studies 2017-2018, All Grades World Language 2018 - 2019, Secondary English 2018-2019, Secondary Mathematics 2018-2019, Secondary Science 2018-2019, Secondary History/Social Studies 2018-2019	121	4.20/5 (83.92%)

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

The URI School of Education (SOE) uses a multipronged approach to including various stakeholders in planning, improvement, and innovations. Because the programs of study in the URI 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 URI 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 URI 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 provided in this matrix 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	GEMSNet, Student Impact Assessments, Middle Level Revision, RI-MESA, TEACHER@URI, Student Impact Assessments	GEMSNet, District Assessment System Investigation, TESOL/BDL Program, CRP, RI-MESA, School Library Media Revisions	GEMSNet, Student Impact Assessments, RI-MESA, TEACHER@URI, Middle Level Program Revision, School Library Media Revisions	GEMSNet, TEACHER@URI, Noyce, KDP, CEEDAR
Data Collection	College Advisory Board, GEMSNet, Student Impact Assessments, Middle Level Revision, RI-MESA, TEACHER@URI, Noyce	College Advisory Board, Employer Surveys, GEMSNet, District Assessment System Investigation, TESOL/BDL Program, Practicum Outreach, IM, RI Placements and Partnership Consortium, CRP, District Partnership Agreements, RI-MESA	GEMSNet, Student Impact Assessments, Middle Level Revision, RI-MESA, TEACHER@URI, Student Impact Assessments, IM, CE Training	GEMSNet, TEACHER@URI, Noyce, KDP, CEEDAR
Planning	College Advisory Board, Completer Surveys,	College Advisory Board, Employer Surveys,	OTE, GEMSNet, Student Impact Assessments,	RIACTE, GEMS-Net,

	GEMSNet, Student Impact Assessments, Middle Level Revision, TEACHER@URI, Noyce, KDP, Student Impact Assessments, Middle Level Program Revision	GEMSNet, Practicum Outreach, Inspiring Minds, RI Placements and Partnership Consortium, RIACTE, RIDE, CRP, RI-MESA, TEACHER@URI, KDP, District Assessment System Investigation, TESOL/BDL Program Creation, Education Networking Event, CE Training, District Partnership Agreements, Special Education Program Revisions, School Library Media Revisions, Residency Preparation	Middle Level Revision, RI- MESA, TEACHER@URI, KDP, Middle Level Program Revision, IM, CE Training	RI-MESA, TEACHER@URI, Noyce, KDP, National Professional Associations, Pathways to Education, CEEDAR
Improvement	CTE, College Advisory Board, Completer Surveys, GEMSNet, Student Impact Assessments, Middle Level Revision, RI-MESA, TEACHER@URI, Noyce, KDP	OTE, CTE, College Advisory Board, Employer Surveys, GEMSNet, District Assessment System Investigation, TESOL/BDL Program, Practicum Outreach, IM, Partnership Agreements, RI Placements and Partnership Consortium, RIACTE, RIDE, RI-MESA, TEACHER@URI, KDP, Student Teaching Final Evaluation, Education Networking Event, CE Training, Special Education Program Revisions, School Library Media Revisions, Residency Preparation	OTE, CTE, GEMSNet, Student Impact Assessments, Middle Level Revision, Practicum Outreach, RI-MESA, TEACHER@URI, KDP, IM, CE Training	RIACTE, GEMSNet, RI-MESA, TEACHER@URI, Noyce, KDP, National Professional Associations, CEEDAR
Innovation	GEMSNet, TEACHER@URI, Noyce, KDP, Student Impact Assessments, Middle Level Program Revision	OTE, GEMSNet, Practicum Outreach, RI Placements and Partnership Consortium, RI-MESA, TEACHER@URI, KDP, District Assessment System Investigation, TESOL/BDL Program Creation, District Partnership Agreements, Special Education Program Revisions, School Library Media Revisions, Residency Preparation	OTE, GEMSNet, RI-MESA, TEACHER@URI, KDP, Student Impact Assessments, Middle Level Program Revision, IM, CE Training	GEMSNet, RI-MESA, TEACHER@URI, Noyce, KDP, National Professional Associations, CEEDAR

Summary of Recent Innovations

The following table includes a snapshot of 6 recent innovations where partners were engaged to provide content, feedback, and/or resources to support URI School of Education leadership, faculty, and staff in continuous improvement efforts. The innovations are further 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.

<i>Innovation</i>	<i>Partners</i>	<i>Current or Future Impact</i>
<i>Anti-Racist Educator Workshop Series</i>	<i>URI SOE; Student Group; Experts on Racism, Bias, Identity, and Equity</i>	<i>URI teacher candidates developed and currently lead this critical, year-long workshop series for their peers to engage in conversations regarding identity, bias, racism, and gender.</i>
<i>TEACHER@URI</i>	<i>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</i>	<i>TEACHER@URI will increase access to URI teacher preparation programs for candidates of color. Certification programs and the culture of the URI School of Education will be explored.</i>
<i>Admission courses for basic competency (EDC 280, EDC 281, EDC 282)</i>	<i>RIACTE, RIDE</i>	<i>With the addition of options for meeting the basic competency requirements, admission to SOE is less costly, stressful, and the impact of biased tests are decreased.</i>
<i>State-wide Partnership Agreement</i>	<i>RIDE, Local Districts, CEEDAR</i>	<i>RI districts and EPPs have a shared lexicon and set of expectations regarding field experience.</i>
<i>RI-MESA</i>	<i>RI-MESA, Local Schools</i>	<i>RI-MESA will address the needs of urban school districts while acting as a pipeline to teacher preparation programs.</i>
<i>Virtual Teaching in the Real World workshop series</i>	<i>URI Curriculum Materials Library, Local Districts, RIDE</i>	<i>Candidates have more knowledge and skills related to virtual teaching and learning.</i>

School of Education Infrastructure to Facilitate Stakeholder Engagement

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 created a workshop for candidates in response to the recent state adoption of social/emotional learning (SEL) standards: SEL Principles and Practices. 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 programs 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.

GEMS-Net: Within the undergraduate elementary education program, GEMS-Net serves as a model for both program improvement/school partnership in science preservice and inservice education. The Guiding Education in Math and Science Network (GEMS-Net) project is a research practice partnership (RPP) between local public school districts and URI, whose faculties commit to improving science education for elementary and middle school students. GEMS-Net staff meet regularly with partners' central office staff, school principals, teacher leaders, and the university scientists and engineers to elicit feedback, review problems of practice, and evaluate the project. All stakeholders participate in collaborative site visits and review student achievement data to consider the program's next steps. Surveys and workshop

evaluations are used to collect data on fidelity to the program and assess teachers' needs. Student assessment data provides evidence of success for continued support of the program and future areas for research. GEMS-Net staff and associated faculty also teach the science methods courses and other pedagogy courses and use experiences and information from the field to update their content.

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, SOE 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. CRP policies and procedures were created and are continually reviewed in partnership with the RI Department of Education and local districts.

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

RI Math Engineering Science Achievement (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 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 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.

Clinical Educator Training (unit-wide): The URI Office of Teacher Education and the URI School of Education offer Clinical Educator Training Sessions annually. The RI Department of Education requires preliminary training for clinical educators. The CE training focuses on the evaluation process, program-specific topics and relationship building with faculty and university supervisors, and the RI Professional Teacher Standards with practical examples in teaching and learning. A focus of the training is the mentor/mentee relationship and includes specific strategies that clinical educators can use with their student teacher to develop his/her pedagogy. Feedback from the training is used to ensure that CE needs are met by the training's content and goals. Feedback is

also used to create future opportunities for CE engagement, professional development for candidates, and to update program content.

Education Networking Fair: 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. Information on hiring trends and certification high need areas are included in several classes across the certification programs including EDC 102 and EDC 485.

Program-Specific Continuous Improvement

Anti-Racist Educator Series (unit-wide): 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.

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.

Middle Level Program Revisions (secondary): The secondary education team collaborated with program alumni and clinical educators to revise how middle level student teaching is incorporated into the secondary education program. Several options were recommended by program alumni and clinical educators. The secondary team continues to consider the best option for candidates and have decided to increase the number of practicum hours to meet the Rhode Island certification requirement in the interim.

District Assessment System Investigation (elementary): The elementary education team met with representatives from 3 local districts including assistant superintendents, curriculum leaders, clinical educators, and specialists to review how these partners structure student assessment systems within each district and school. How to incorporate this information into the elementary education curriculum was also discussed.

Inspiring Minds, Providence Public Schools (EDC 250): Inspiring Minds (IM) partners with OTE and instructors to secure elementary, early childhood, and middle level placements in high needs urban schools in Providence. IM collects and analyzes data on the experience of teacher candidates in these placements to maximize the opportunities available for teacher candidates in the Providence Public School District.

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 ESL certification track within the elementary education program to a standalone program at the masters level, with an undergraduate certification option.

Practicum Outreach (elementary): To meet the challenges that districts had securing placements during the pandemic, the director of the Office of Teacher Education reached out to 8 districts to see how candidates from URI could address the challenges occurring in schools. The focus of this outreach was practicum placements for EDC 454, the first practicum experience in the

elementary program. The result of this collaboration was 15 new placements in 3 new districts (for EDC 454), with 15 new clinical educators receiving the support they need this year.

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.

School Library Media Program Assessment Plan (school library media): Members of the program advisory board review and evaluate evidence from candidates to assess how methods and pedagogy is taught in the program. The School Librarians of RI professional group provided feedback on the program change to a 7 week accelerated program.

Residency prep (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. Programs are currently planning on how local districts will engage with the planning and implementation of this requirement.

District, Statewide, 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, as well as commitments to engage in co-created research opportunities.

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 monthly 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. The Dean of the College of Education and Professional Studies is currently serving on the AACTE Consortium for Research-Based and Equitable Assessments, which will impact the admission requirements to the URI School of Education.

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.

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; prior to student teaching; at program exit for program completion. Our data management infrastructure compiles all the data required to confidently pass or hold candidates at these checkpoints.

The [URI School of Education Unit Assessment System](#) (UAS) 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.

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 the National Association for the Education of Young Children (NAEYC) standards: early childhood education; National Curriculum Standards for Social Studies (NCSS): secondary education, history; National Council for Teachers of Mathematics (NCTM): secondary education, mathematics; National Science Teaching Association (NSTA): secondary education, science; National Council for Teachers of English (NCTE): secondary education, English; American Council on the Teaching of Foreign Languages (ACTFL): world language education; American Association of School Librarians (ALA-AASL): school library media; National Association of Schools of Music (NASM): music education; Society of Health and Physical Educators (SHAPE America): health education and physical education; International Society for Technology in Education (ISTE); Rhode Island Grade Span Expectations (GSEs); Common Core State Standards (CCSS); International Society for Technology in Education (ISTE). 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

Continuous Improvement

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 academic year. During the 2021-2022 academic year we planned 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 initiatives 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.

At the point of admission to the University of Rhode Island, all students indicating an interest in the education field or who are identified as a teacher scholar for early admission are given an orientation during which program requirements and the process, evidence, and criteria for admission to their respective teacher education programs are outlined. Each undergraduate student is paired with a University College Advisor with expertise specific to his or her prospective program. 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 advisement 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.

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 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 (e.g. elementary program innovation to partner 2 candidates with 1 clinical educator) 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 in a year-long experience. 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 across the curriculum 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 candidates, program completers, university supervisor, and stakeholder feedback and collaborative professional learning opportunities. These will be initiated in spring, summer, and fall of 2022.

THE CASE FOR STANDARD FOUR: PROGRAM ENGAGEMENT IN SYSTEM IMPROVEMENT

Standard 4: 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, and the Narragansett Bay Campus in Narragansett.

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 and office space and professional learning workshop at the Narragansett Bay campus. 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. Links to all initial program candidate clinical experiences for standard 4 (2017-2019) is sorted below by program:

[2017 Placements](#)

[2018 Placements](#)

[2019 Placements](#)

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
Charlton	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

School of Education Urban Placement Overview Table

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 Charhi 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.

Guiding Education in Math and Science Network (GEMS-Net) Elementary Education

Within the undergraduate elementary education program, GEMS-Net serves as a model for both program improvement/school partnership in science pre-service and in-service education. The GEMS-Net project is a research practice partnership (RPP) between local public school districts and URI, whose faculties commit to improving science education for elementary and middle school students. Presently, there are 13 partner districts, representing 59 schools throughout Rhode Island. Participating pre-service teacher candidates, classroom teachers, and district administrators enhance the learning experience for about 19,739 school children. The RPP responds to the needs of the practitioners through shared roles and research-based support systems.

GEMS-Net employs a lateral structure to address the issue of differentiation. In order to develop the core values, teaching resources and strategies, several functional groups based on knowledge and expertise convene regularly and information is shared laterally among the network (Minzberg, 1979 as cited in Bolman & Deal, 2013). The model below illustrates the lateral lines of communication among several functional groups. The GEMS-Net Staff (University partner) serves at the center of the network of the groups, coordinating the exchange of ideas among varying groups from the partnering districts.

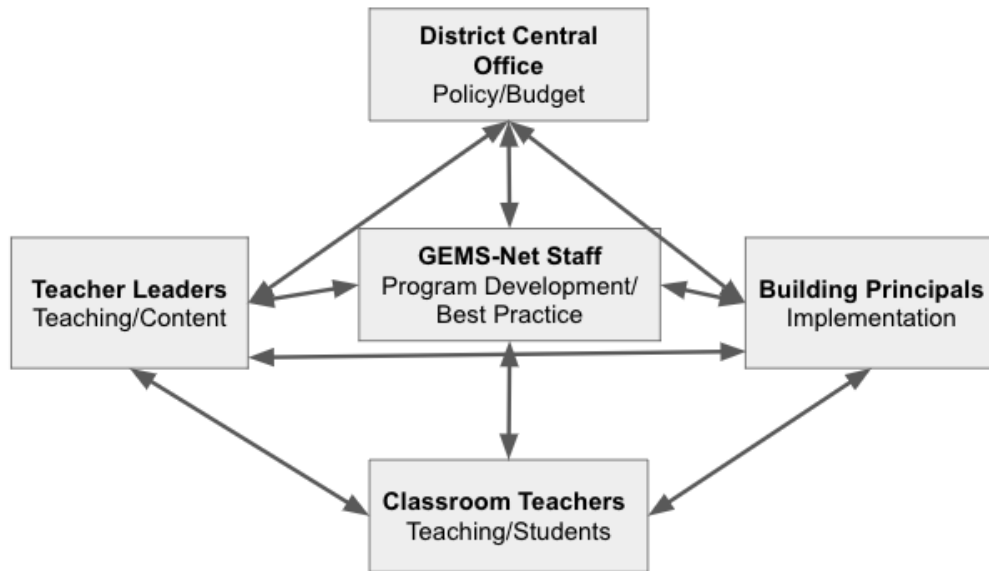


Figure 1. Lateral structure of roles and communication among knowledge-based grouping to differentiate work during the NGSS transition.

History of the Partnership

GEMS-Net was originally funded by a National Science Foundation, Local Systemic Change grant in 1996 to address the need to improve science education in elementary school. Since funding ended in 2001, the partnership has been funded directly by the school districts and a continued commitment from the University. Over the 25 years, the network has learned to hold fast to the project's core beliefs, while also building a flexible research infrastructure that evolves along with the dynamic and complex systems influencing the interactions between teacher and student.

Work of Partnership

GEMS-Net staff meet regularly with partners' central office staff, school principals, teacher leaders, and University scientists and engineers to elicit feedback, hear about problems of practice, and evaluate the project. All stakeholders participate in collaborative site visits and review student achievement data to consider the program's next steps. Surveys and workshop evaluations are used to collect data on fidelity to the program and assess teachers' needs (Figure 2). Student assessment data provides evidence of success for continued support of the program and future areas for research.

This graph shows how teachers feel about the level of impact that GEMS-Net Professional Development has had on their teaching practices. The survey was taken in the spring of 2013.

- Grades K-2
- Grades 3-5
- Grades 6-8

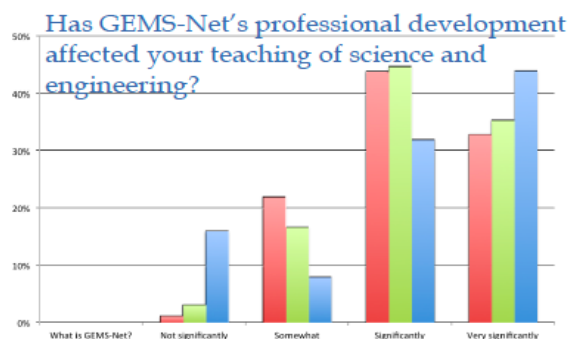


Figure 2. Perceived impact of GEMS-Net professional development on teachers' practices. GEMS-Net is centered on two primary beliefs:

- Continuous improvement occurs through collaborative efforts of multiple stakeholders.
- Design-Based Implementation Research (DBIR) methods provide theoretical underpinnings for mutualistic long-term relationships between the researchers and the practitioners.

GEMS-Net is guided by the four principles of DBIR: (1) focus on consistent problems of practice from multiple stakeholders' perspectives; (2) commitment to iterative, collaborative design; (3) production of knowledge in and across a variety of settings; and (4) concern with developing capacity for sustaining change in systems (Fishman, Penuel, Allen, Cheng, & Sabelli, 2013). The effects of the long-term improvement research have impacted student achievement. Partnering districts have increased their proficiency on state science assessments by 15% at grade 4 and 24% at grade 8 from 2008-2013 compared to statewide growth of only 5% and 11% respectively (Figure 3).

Evidence of Student Growth Measured by Achievement on NECAP

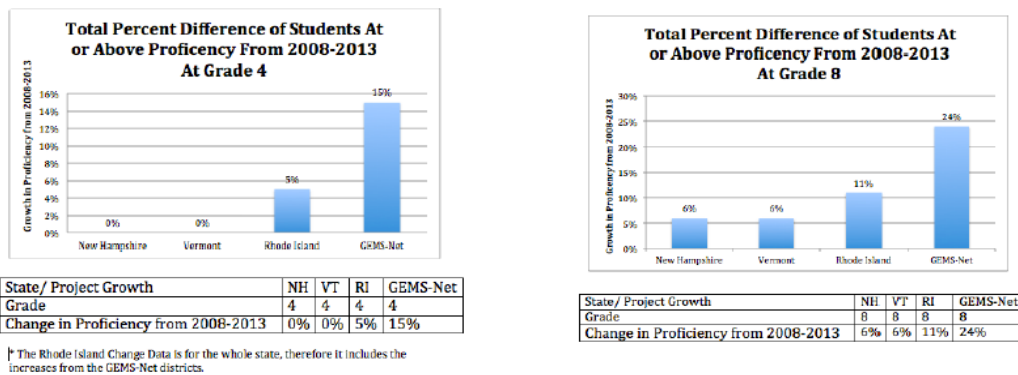


Figure 3. Student proficiency on the New England Common Assessment Program (NECAP)

Science education should be part of the daily core curriculum from the beginning of students' formal schooling and extending through graduation. Studies show that the majority of elementary classrooms spend fewer than 20 minutes a day on science (Blank, 2013; Dorph, Shields, Tiffany-Morales, Hartry, McCaffrey, 2011; McMurrer, 2008). Recent research has also found that science knowledge gaps in kindergarten persist through middle school and even into high school (Curran & Kellogg, 2016). GEMS-Net ensures all children develop STEM literacy through high-quality and sustainable programming that supports all teachers beginning in kindergarten. A 2015 GEMS-Net survey showed 92% of the partnership's teachers teach science for at least 40 minutes, 4-5 days a week, all year.

Candidates and teachers construct their understanding through physical and social interactions. Multiple studies demonstrate that active learning improves student performance (Freeman et. al., 2014; Wieman, 2014). Teachers and students in the RPP are provided with the physical and conceptual tools to engage in and support constructivist instruction. To learn through discourse and reflective practice, teachers need a consistent support network that allows them to learn over a sustained time (Borko & Putnam, 2001; Ngcoza & Southwood, 2015). During workshops, teachers from different schools discuss their successes and challenges with the shared curriculum, and study examples of student work, while University staff challenge the teachers to continually shift their practices toward those that align with student needs, research, and current policy. Our research shows that continued professional development and supportive materials

increase teachers' content accuracy and inquiry skills (Figure 4) (Sullivan-Watts, Nowicki, Shim, & Young, 2013).

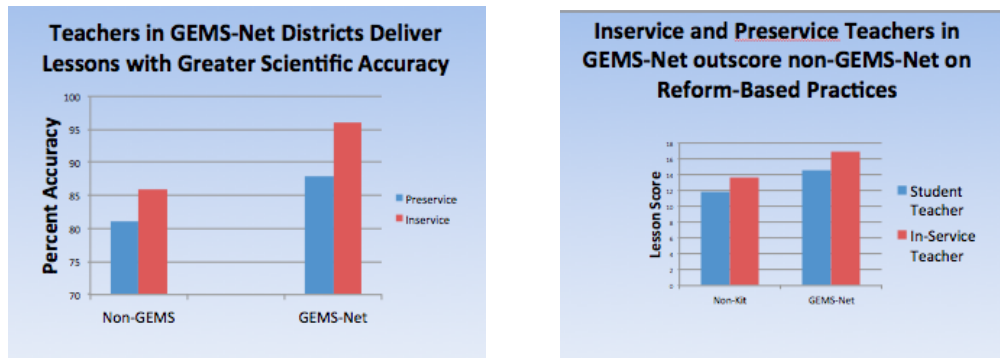


Figure 4. Findings from a 5-year research project that compared teachers in and out of an RPP.

Rhode Island Mathematics, Engineering, Science Achievement (RI-MESA), Secondary Education

RI-MESA equips participating teachers to help underserved and underrepresented, middle and high school students excel in STEM (science, technology, engineering, and math) through hands-on, human-centered, invention education.

RI-MESA's school based programs offer student opportunities through:

- MESA clubs or courses aligned with Next Generation Science Standards (NGSS), led by MESA teachers ("Advisors") at the schools
- Mentorship and tutoring by URI candidates
- Family involvement and advocacy
- Field trips and classroom visits for career awareness
- Team-based engineering design competitions
- College access programming including activity days at URI campuses

The mission of RI-MESA is to bring equity in STEM education to K-12 students who may otherwise never experience these opportunities elsewhere.

RIMESA empowers underserved and underrepresented students with the skills to problem-solve, communicate, and collaborate; gives them the courage to fail in pursuit of success; and the expectation that they can — and will — achieve in the innovation economy.

Its programs aim to produce real impact for positive societal change, and to support these students to graduate from high school, enroll in post-secondary studies and enter the workforce with STEM, 21st century and invention skills.

The Office of Teacher Education Outreach

The director of the OTE 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 School of Education and the Office of Teacher 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 the Providence Public School District to discuss the hiring needs of the district, student teaching and practicum placement procedures, and assessment of teachers and student teachers. A representative from Human Resources from the Providence Public Schools contacts the director of the OTE with all upcoming hiring opportunities and events, attends the Education Networking Event, and presents to classes on teaching in the Providence Public Schools
- The Rhode Island School Superintendents' Association (RISSA), which recently invited representatives from the URI SOE 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, met with the director of the OTE to discuss the elementary program and student teaching policies. She also serves on the College advisory board.
- Superintendents, assistant superintendents, curriculum leaders, and district human resource professionals through 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.

Meetings with Clinical Educators

At the program level, feedback is regularly gathered in multiple ways between faculty, university supervisors and clinical educators. University supervisors meet with clinical educators regularly to review the progress of 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 initial program program improvement from community partners and external stakeholders:

Early Childhood

- The Early Childhood Education (ECE) program team held Preschool Professional Development sessions for Pre-K teachers and administrators in 2019-2020. The final report can be found [here](#).
- Candidates take part in the T.E.A.C.H. scholarship through a MOU between URI ECE and T.E.A.C.H program/Rhode Island Association for the Education of Young Children. This program offers financial support for the incumbent early childhood education workforce.
- The ECE program at URI has a Registered Apprenticeship Program (RA project for RI ECE workforce), in which the Child Development Centers (CDC) teachers offer coaching and mentoring services for local teachers, as well as professional development sessions.
- Through the RI Early Learning Council, ECE faculty meet with state ECE stakeholders to advocate for the existing RI early childhood education movement and issues (e.g., staffing crisis, early learning standards, teacher and care provider shortage, etc.)

- In addition, the ECE invites graduates and clinical educators to the ECE annual professional convocation (Annual ECE Night) to gain feedback on their experience with us (as students and partners).

Elementary

- Through the GEMS-Net program, elementary program faculty meet with principals three times a year, superintendents 3 times a year, and teacher leaders 4 times a year, to collect feedback on the GEMS-Net and elementary programs. Every three years, the GEMS-Net program sets goals with each district as part of the MOU process. Additionally, the GEMS-Net program has approximately 20 years of data collected at workshops from clinical educators and teacher candidates.

Secondary

- Secondary mathematics faculty meets monthly with clinical educators to connect current best practices in the field with the secondary mathematics curriculum and address the work of current student teachers.
- RIMESA as described above

Music

- Faculty from the music education program consistently meets with professionals in the Rhode Island Music Association (RIMEA), participating and assisting with workshops that address best practices in the field such as integrating the new National Arts Standards into music curriculums and lesson planning as well as exploring the Common Music Assessment that has recently been implemented in Massachusetts and Connecticut.

School Library Media

- Faculty from the School Library Media program consistently meet with professionals from its professional organization to ask for best practices in the field and how to incorporate this into the program. The faculty also discuss program needs and initiatives twice yearly at the Graduate School of Library and Information Studies Advisory Board meetings.

University-Wide

- URI's Talent Development (TD) program serves Rhode Island high school graduates who come from disadvantaged backgrounds or underrepresented groups. A majority of TD students are students of color. School of Education faculty members meet regularly with the director of TD and TD advisors to inform SOE program evaluation and improvement.

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

- As the result of feedback from a meeting with superintendents from across the state in August 2016, the reading faculty who teach EDC 423 added more opportunities for undergraduate candidates in the elementary program to engage with digital texts and tools within lesson planning.
- The elementary program recently began offering 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.

- As a result of regular meetings with the URI Talent Development program, a Narragansett Indian Youth Ambassadors program was created to bring middle and high school youth from local schools to the URI Kingston campus during the academic year for tutoring, mentoring, and a meal in the dining hall. The School of Education Director built on this partnership to collaboratively redesign the summer bridge program for incoming Talent Development Scholars.

Clinical Educator Supervision Training

The URI OTE and SOE offer Clinical Educator (CE) Training Sessions annually. RIDE requires preliminary training for all clinical educators, and OTE has run this training for a number of years.

This training is mandatory for clinical educators who are serving as a URI cooperating teacher for the first time, or for those who have been unable to attend in the past. However, all clinical educators are welcome to attend, as well as administrators or any other district partners. The CE training focuses on the evaluation process, program-specific topics and relationship building with faculty and university supervisors, and the RI Professional Teacher Standards (RIPTS) with practical examples in teaching and learning. A focus of the training is the mentor/mentee relationship and includes specific strategies that clinical educators can use with their student teachers to develop his/her pedagogy.

Final Assessment of Student Learning Calibration Activity

The URI OTE and the SOE offered a calibration activity for clinical educators in the winter of 2020 prior to the onset of the pandemic relating to our final formal/informal assessment of student learning task. Faculty and district partners collaborated to review our program impact assessments during the 2018-2019 academic year to assure our programs are in line with the AAQEP standard regarding impact and engagement with multiple stakeholders, as well as respond to PREP-RI feedback on student impact assessments. The SOE has developed a three-scaffolded assignment sequence for every program, assessing student impact during key points in the program. The department is now focusing on effective ways to ensure and measure candidates' professional dispositions throughout the program.

Work in this area was paused for the 2020-2021 academic year due to the pandemic. During the 2021-2022 academic year, we are researching, reviewing, and plan on adopting a reliable and valid dispositional rubric to measure dispositions throughout the program, culminating with a summative evaluation during the student teaching experience.

Systematic Distribution of Employer Surveys

The outcomes assessment office regularly sends employer surveys out to districts who have hired recent SOE program graduates. In response to feedback from teacher candidate employers and to improve program quality, the SOE made the following changes over the past ten years:

- The SOE submitted a proposal to the RIDE in 2012, and Health Education (PK-12) and Adapted Physical Education (PK-12) were formally approved as teacher certification programs at the URI. In prior years, students were completing requirements for these certifications through a 'transcript analysis' process that lacked the comprehensiveness of an approved program.
- As of 2015, the Health and Physical Education (HPE) program added a health practicum (EDC 309) in conjunction with EDC 307, Methods of Health Instruction, to assure that candidates develop the knowledge, skills and dispositions to be effective health educators. That same year, an additional field experience was added for music education

candidates (MUS 341) to provide more exposure to music teaching practices and application of methodology.

- 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 Dean Dr. Danielle 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.

School Library Media Collaboration with RI School Librarians

In 2021, the program director for the School Library Media program presented at a Council on Elementary and Secondary Education meeting to get the American Association of School Librarians National School Library standards endorsed. Having RIDE acknowledge and endorse the standards on their "World Class Standards" website along with the other special content areas was a big victory to ensure students have access to learning, based on RIDE-endorsed quality national standards.

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

School of Education Efforts to Diversify Teacher Education Candidates

The SOE Living and Learning Community was first implemented in fall 2006. Incoming freshmen who are interested in becoming teachers live together in a dormitory and are enrolled in designated sections of URI 101 – Traditions and Transformations, a freshman seminar, which includes community service in the Feinstein Enrich America program.

There are 19 scholarships targeted to either minority students or students with disabilities. Three other scholarships are targeted for first generation college students. The SOE awards the Eddy Scholarship yearly, offered to a graduate of a Providence High School who is interested in teaching in an urban area.

During the 2017-2019 data review cycle, the Teacher Education Scholar (TES) program admitted first and second year students who already meet SOE academic and testing requirements. TES outreach to potential students includes: Enrollment Services letter upon admission to URI, advising at orientation, advising in general education courses, University College advising in first and second year, and SOE emails to qualified students.

SOE offers several general education courses aimed at encouraging first and second year students to consider a career in education: EDC 250 (Urban Field Experience); EDC 102 (Introduction to American Education); EDC 312 (The Psychology of Learning); and EDC 103G (Education and Social Justice Grand Challenge Course). These courses not only provide a foundational understanding on the importance of diversity in the field of education, they also allow potential candidates to work with SOE faculty and advisors prior to starting their education program.

SOE faculty and current students regularly present at URI *Welcome Day* and the *Meet the University* events to encourage potential candidates who have recently been admitted to URI to pursue education. Additionally, OTE holds information sessions about SOE for prospective URI students twice per month.

The Noyce Internship program offers paid summer internships to students who are interested in teaching the STEM areas in an urban setting. These paid internships are available to first and second year students (prior to SOE admission). The Noyce program offers up to five scholarships per year for STEM junior and senior students willing to commit to teaching in high needs schools.

SOE maintains strong relationships with advisors and faculty in other colleges (Health Sciences and Arts and Sciences) and with advisors in University College. These strong relationships often result in students double majoring in education and other majors. Furthermore, these advisors understand the TES program and the traditional application process and share this information with potential SOE candidates.

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 School of Education in a non-traditional manner. Students pursuing this pathway are non-matriculating students, and 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.

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

The early childhood program supports the early childhood education workforce by offering affordable pathways for them to earn a degree and certificate considering discretely different workforce' needs. The ECE program continuously dedicates itself to serving state and local educators through state-initiated quality improvement programs.

The School of Education is examining its mandatory licensure testing requirements prior to student teaching and the systemic biases and barriers these requirements have on teacher candidates from underrepresented and marginalized communities who want to become educators.

University Efforts

URI offers tutorial assistance, study groups, an online assistance center, and supplemental instruction at the Academic Enhancement Center (See [Academic Enhancement Center webpage](#)).

The URI Multicultural Center hosts 28 student organizations that promote diversity on campus. While some of these are general (e.g., Latin American Students Association), others are related to particular disciplines (e.g., National Society of Black Engineers). Also, the Multicultural Center presents yearly diversity awards to individuals in the following categories: undergraduate student excellence (academic/service), and undergraduate and graduate student excellence (leadership/service) (See [Multicultural Student Services webpage](#)).

The Talent Development Program services Rhode Island high school graduates who come from disadvantaged backgrounds. The majority of TD students belong to a racially minoritized population. TD recruits students with college potential, admits students through a rigorous summer program, provides students with an assigned academic advisor, and retains students with financial and other assistance. Most TD students receive the need-based Hardge/Forleo Grant. The School of Education collaborates with this department to recruit potential minority candidates interested in education.

URI and the Community College of Rhode Island (CCRI) have a Joint Admission Agreement (JAA), making transferring from CCRI to URI more efficient. Furthermore, academically successful CCRI graduates enrolled at URI may be eligible for tuition reduction through the Joint Admissions Award for Academic Achievement.

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

Systematic Distribution of 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. It also sends an employer survey annually to principals, seeking feedback on the performance of their new teachers who completed URI teacher preparation programs.

Social Media Presence

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

Alumni Beginning Teacher Organization

The [Young Educators Society](#) (YESRI) was created in 2018 by alumna Erin Healey (Hall) (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.

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 for 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.

Mentorship Opportunities

The director of the School Library Program notifies program completers of the Rhode Island Library Association's mentor program. Participants can register to get a mentor during their first years in the profession.

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.

4e. Meeting Rhode Island State Mandates

Rhode Island Department of Education (RIDE) Program Approval Process and the Rhode Island Professional Teaching Standards

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 SOE 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 in the initial programs are introduced to the current RI initiatives through the RIDE initiatives self quiz assessment in TaskStream. They visit various state initiative websites and take a self-paced quiz confirming comprehension of these topics. School Library Media candidates develop professional development training for their classmates on the RIDE Educational Initiatives. They learn about the initiative and then discuss how school libraries and school librarians can support those initiatives.

4f. Investigating the Effectiveness of the URI School of Education Programs

The 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 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 within 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.

School of Education Participation with Title II

The School of Education participates in the TITLE II reporting process annually. Within this report are annual goals sections for mathematics, science, special education, and the TESOL MA program. 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.

Annual 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/Next Steps: Program System Improvement based on Stakeholder Engagement

The SOE offers a stakeholder survey for program improvement, accessible via our [website](#). It offers external stakeholders/constituents the opportunity to offer suggestions/feedback on our programs. Some of the comments below are stakeholder suggestions that align with recent changes the SOE has made across the programs. The latter comments will be considered for program innovations moving forward within the SOE framework.

- “Due to the diverse needs of students in schools, I would recommend offering dual certification with the "standard" teacher certification, especially in areas such as special education or English as a Second Language.”

This comment aligns with the recent SOE actions of offering special education for candidates in the elementary program and TESOL at the undergraduate level for all initial program candidates.

Regarding the duration of student teaching, stakeholders offered these suggestions:

- “Have teacher candidates exposed to cooperating teachers earlier in their education, i.e. get into teaching classes in their Junior year.”
- “Change the student teaching to two semesters.”
- “Student teachers need a longer experience in the classroom under supervision of a master teacher- 3 months is not enough preparation time.”
- “I would like to see students have more opportunities to be in a classroom during practicum that would help them in student teaching.” “I would like to see more pre-service opportunities within methods classes to better prepare our graduates once they are in the field. If the level of competence is increased through their pre-service opportunities, I believe our graduates would attain a higher level of effectiveness in the early years of their hiring. The additional time spent pre-service would correlate directly to a deeper understanding of student behavior, achievement, and aptitude. Understanding methods, materials, concepts, and skills would be heightened prior to hiring rather than so heavily reliant on "on-the-job" training in the early years.”

Many programs have added additional field experiences prior to student teaching (i.e. music and HPE), and all initial certification programs will be moving to a one year residency model by 2025.

Regarding diversity of program candidates, stakeholders had the opportunity to comment on the following:

- “Increase the number of candidates and program completers from diverse backgrounds.”
- “There is very little diversity in the SOE. I would like to see more recruitment of students of varied cultures and races.”
- “Intensify targeted classroom-based coaching and support throughout field experiences, practicum, and student teaching. Ramp up preparation for diverse populations.”

The SOE has made significant strides in recruiting candidates from diverse backgrounds (increasing diverse candidates from approximately 8% in 2012 to roughly 15% currently) and hiring faculty from diverse backgrounds. However, more improvement is needed.

Regarding the area of licensure testing, stakeholders expressed the following concerns:

- “I believe we lose the potential for some great teachers because the Praxis exams are not necessary. The subject matter in any area is significant and studying for an exam in another area which will not be used by the students in their careers is very expensive and

not necessary. This requirement keeps some students out of the School of Education and they are often very gifted in their chosen field.

- “After looking at the index and talking with peers it seems some students do not have the ability to successfully pass the teacher certification exams. Maybe more specific training on the knowledge needed to pass them well before student teaching. My student teacher wanted to have more training in behavior management and small group vs large group skills before being in the classroom.”

Due to the onset of the COVID-19 pandemic, the SOE suspended the requirement of passing the licensure tests prior to student teaching for the 2021 and 2022 completer cohorts. The SOE is currently considering extending the suspension of requiring the candidates to pass the test prior to program completion permanently and allowing them to student teach, and still be considered a program completer without passing the licensure exams. They will need to pass the licensure exams, however, for RIDE to issue them their teaching license.

With regard to curriculum, stakeholders shared the following:

- “Student Teachers should be required to take a course in using technology in the classroom. I do not find technologically savvy student teachers which are needed for the classrooms of today.”
- Teachers need experience teaching and planning lessons using a blended learning format. Additionally, the evaluations and feedback done by the supervisors specific to student teaching experiences should include elements from the RIDE evaluation system.”
- “Provide more support for students' travel to schools that require over an hour of travel time to and from the school. This is especially important for those early in the program who do not have cars. Create a lab school on campus for all programs.”
- “The school library media hiring numbers are low compared to program completers because they don't take into account that a sizable number who are program completers are already working as emergency certified librarians. This is a high demand area so ideas to recruit students and programs that make it easier for people to complete requirements could be considered.”

The SOE's curriculum materials librarian has designed and offered a [Virtual Instruction the Real World badge](#), which candidates can complete for further learning on effective teaching strategies through an online modality. Approximately 25% of our 2021 completers participated in this course during the pandemic and virtual student teaching. OTE also offers a carpooling option for candidates who need to rideshare to their practicums and student teaching. The School Library Media program recently transitioned to a fully-online, accelerated, three semester program to better meet the needs of people who need to complete program requirements while working full time.

Regarding SOE support for program completers in the field, stakeholders commented that:

- “Regarding percentage of completers who go on to get their RI certifications, perhaps some data, if available, on what other states' completers are being certified in, or if they are not seeking certification at all. Also, maybe a breakdown of how many students are completing from each area (elem ed, music, etc)
- “It would be interesting to see if some kind of program through URI to support new teachers would help teachers be retained after 1 year and after 2 years... for example, a sort of continuing education seminar to support new teachers and help with classroom management and share content specific teaching strategies.”
- “I think the school of education does a lot of great work preparing new teachers for their first year of teaching. As a student at URI, I learned about the challenges faced by first year teachers both in and out of the classroom. My recommendation would be to provide

- more information and preparation for the subsequent years in teaching. Most of the focus is on year one, but it would have been nice to learn ways to avoid burnout or disillusion in the years after the first.”
- “Based on the number of teachers certified in RI vs. those hired in Rhode Island, it seems that a class or classes that are focused on interviewing skills and/or resume building should be offered.”

Program completion support after graduation is an area for innovative improvements. As mentioned above, the Young Educators Society was created in 2018, by alumni Erin Healy (Secondary English 2016) to provide support for early-career education professionals through connection and collaboration. The SOE applauded this effort and plans to grow these efforts with stronger connections with alumni going forward.

The SOE 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

CONCLUSION: Findings and Commitments

During our AAQEP QAR self-study period on Initial 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 SOE needs to get more candidate voices into the AAQEP reports

Faculty feel that revisions are needed to Student Teacher 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 student teachers about the school environment that they don’t have control over? Although we started this conversation with university supervisors in the spring 2021, but weren’t able to continue in fall 2021 due to the pandemic, hopefully we can restart this discussion in 2022.

APPENDIX A: CANDIDATE RECRUITMENT, SELECTION, AND MONITORING (STANDARD 3)

APPENDIX A: Candidate Recruitment, Selection, and Monitoring

This appendix further examines candidate recruitment, selection, and monitoring

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 (SOE). 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 the 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.

Candidate Recruitment

Recruitment Through Programming			
Targeted Population	Partners	Goal	Description <small>*indicates a recent innovation for program improvement</small>
First and second year URI students STEM majors	URI Noyce Scholarship Program, URI School of Education, the College of Environment and Life Sciences	<ul style="list-style-type: none"> ● Diversify the teacher pipeline ● Encourage teaching in a STEM discipline ● Promote teaching in urban communities ● Address a teaching shortage area 	The URI Noyce Internship program offers paid summer internships in urban STEM-based educational settings in the first or second year of the 4 year undergraduate program with the intention of inspiring URI students in STEM majors to pursue a double-major in education. The URI Noyce program also offers scholarships for teacher candidates in the undergraduate and graduate programs.
Early childhood educators (employed, non-certified)	URI Early Childhood Education Program, URI School of Education	<ul style="list-style-type: none"> ● Provide a pathway to certification for currently employed, non-certified early care workers ● Address a teaching shortage area 	*RI Early Childhood Care and Education Pathway grant will provide a pathway to certification for the incumbent workforce. Candidates will also be eligible for a TEACH scholarship and Pell Grants. There are two tracks: bachelors with early childhood certification and TCP early childhood certification only. The program is fully online and will include field placement within candidates’ jobs.

High school students, current URI students	URI School of Education, Educators Rising Collegiate (student group)	<ul style="list-style-type: none"> • Diversify the teacher pipeline • Encourage careers in education 	<p>*Educators Rising Collegiate adds to the continuum of support offered to current and aspiring educators with a specific focus on first and second year students who are new to the University and may not yet be admitted to the School of Education. This initiative is spearheaded by two URI undergraduate students who were awarded a URI Undergraduate Research and Innovations grant to initiate and study the inaugural Educators Rising Collegiate chapter in the School of Education.</p>
Middle and high school students from urban communities	URI School of Education, URI Multicultural Center, URI Kappa Delta Pi National Education Honor Society	<ul style="list-style-type: none"> • Diversify the teacher pipeline • Encourage careers in education 	<p>Students from Paul Cuffee Charter School, Urban Collaborative Accelerated Program (UCAP), and Highlander Charter School partner with URI students during a URI Martin Luther King Jr. Week event to learn about Dr. King's legacy. The event has been covered by the URI student newspaper, the Good Five Cent Cigar.</p> <p>The URI Feinstein Center for Service Learning currently hosts a similar program for middle school students.</p>
Middle and high school students who identify with diverse backgrounds	URI Admission and URI D.R.I.V.E (student group)	<ul style="list-style-type: none"> • Diversify the teacher pipeline • Encourage careers in education 	<p>The purpose of this overnight program for students from racially diverse backgrounds is to provide an experience at URI that will encourage students to pursue a career in education.</p>
First generation URI students	URI Talent Development Program, URI School of Education	<ul style="list-style-type: none"> • Diversify the teacher pipeline • Encourage careers in education 	<p>Talent Development (TD) Program supports Rhode Island high school graduates who come from disadvantaged backgrounds during the college experience. The director of the School of Education collaborated with the TD program on its recent program changes and served as a facilitator for the 2021 TD summer program. TD is included in the TEACHER@URI grant as a partner to diversify the teacher pipeline.</p>
High school seniors, URI undergraduate students	URI School of Education, local high schools, the College of Education and Professional Studies, URI Admission	<ul style="list-style-type: none"> • Encourage careers in education • Reduce barriers for admission to teacher preparation 	<p>The Teacher Education Scholar (TES) program has streamlined admission processes to efficiently admit URI students who already meet SOE academic and testing requirements. TES outreach to potential students includes: Enrollment Services letter upon admission to URI (high school students), advising at orientation (first year students),</p>

			advising in general education courses and in University College (first and second year students), SOE emails to qualified students (first and second year students).
Current URI students: general education courses	URI School of Education, URI University College	<ul style="list-style-type: none"> Encourage careers in education 	The URI School of Education offers several foundational courses that act as recruitment into teacher preparation programs. These courses include: EDC 250 (Urban Field Experience); EDC 102 (Introduction to American Education); and EDC 312 (The Psychology of Learning). These classes are open to all students at URI.
Current URI students: specialized programs and courses	URI School of Education, URI University College	<ul style="list-style-type: none"> Encourage careers in education 	The URI School of Education offers specialized programs and courses that act as recruitment into teacher preparation programs. These programs/courses include: EDC 103G (Education and Social Justice Grand Challenge Course); EDC 410 (Adapted PE); and KIN 407 (Physical Activity as Therapy, program in Hawaii). These programs and courses may be open to all URI students or may target URI students in specific majors.
High school and transfer students	URI School of Education, URI Admission, URI candidates, URI College of Education and Professional Studies	<ul style="list-style-type: none"> Encourage careers in education 	The URI School of Education faculty, staff, and candidates meet with prospective URI students to introduce the opportunities for teacher certification at URI. Programs include: URI Welcome Day, Meet the U, School of Education information sessions. Presentations highlight certification options and field experience opportunities.
Students at the Community College of Rhode Island (CCRI)	URI School of Education, URI Transfer Resource Center, URI Admission, URI College of Education and Professional Studies	<ul style="list-style-type: none"> Encourage careers in education 	The Joint Admissions Agreement (JAA) between URI and CCRI streamlines the process and requirements for CCRI students transferring to URI in the early childhood, elementary, and secondary programs. Participation in a JAA program includes focused advising and tuition support.
Recruitment Through Partnerships			
Targeted Population	URI Representatives	Goal	Description
Middle and high school students	URI School of Education, URI College of Education and Professional Studies, local school	<ul style="list-style-type: none"> Encourage careers in education 	*The RI Pathways group has brought together representatives from educator preparation programs, RIDE, and local school districts to address the teacher

	districts, other educator preparation program representatives, the American Federation of Teachers		shortage and the strengthening of pathways to careers in education.
First and second year URI students	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 	*RIACTE collaborated to create a statewide conditional acceptance policy for the RIDE basic competency requirement. Educator preparation programs were approved to create coursework that meets the RIDE basic competency requirements in reading, writing, and math. The creation of these admission courses is now discussed at every recruitment activity for the School of Education and used to attract candidates who otherwise may have been discouraged by the standardized testing requirement for admission.
Undergraduate URI students in other academic majors	URI School of Education, URI College of Health Sciences, URI College of Arts & Sciences, URI College of Biological and Life Sciences, URI University College for Academic Success (UCAS)	<ul style="list-style-type: none"> • Encourage careers in education 	The School of Education maintains strong relationships across the university, including with advisors and faculty in other colleges (Health Sciences and Arts & Sciences) and with advisors in UCAS. Furthermore, these advisors understand the TES program and admission requirements and share this information with potential candidates.
Current candidates, currently practicing teachers	URI School of Education, RIDE, local school districts	<ul style="list-style-type: none"> • Increase the hiring potential of program completers • Provide flexible programs for the opportunity to complete more than one certification program concurrently • Address a teaching shortage area 	Certification programs in the School of Education continually work with district partners to ensure that program completers are prepared to meet hiring expectations . Recent program adjustments that reflect these partnerships include: The MA in TESOL program and the MA in Special Education program allow undergraduate candidates to complete the TESOL and special educator programs concurrently with the primary certification program, Warwick middle level partnership to increase the number of Warwick public school teachers who are middle level certified.
Middle and high school students in urban communities	RI-MESA, local schools, URI School of Education	<ul style="list-style-type: none"> • Encourage careers in education • Address a teaching shortage area 	* RI-MESA plans to include recruiting within the district partnership structure.

URI computer science students	URI Computer Science Department, URI School of Education, RI Department of Education	<ul style="list-style-type: none"> • Encourage careers in computer science education • Address a teaching shortage area 	*The URI Computer Science department has created resources for computer science students and local classroom teachers on topics related to computer science in the K-12 classroom. This is in response to the RI Department of Education's recent development of a computer science certification extension.
Elementary and middle level students	GEMS-Net, 12 partner districts representing 59 schools, URI School of Education	<ul style="list-style-type: none"> • Encourage careers in STEM education • Address a teaching shortage area 	The Guiding Education in Math and Science Network (GEMS-Net) project is a research practice partnership (RPP) between local public school districts and URI, whose faculties commit to improving science education for elementary and middle school students. Research indicates that K-8 students who participate in GEMS-Net programming are more likely to consider a career in the STEM disciplines, including science education.

Candidate Selection

The URI SOE is committed to a thoughtful and inclusive admission process. This section describes the current admission requirements as determined by the RI Department of Education, the admission process (2017-2019), and 2 recent innovations in our admission system including the current admission process.

Admission Requirements (2018-present)

Teacher candidates in Rhode Island are required to meet the minimum academic [admissions requirements set forth by the RI Department of Education](#) (RIDE) including GPA and basic competency requirements for undergraduates, and GPA requirements for post-baccalaureate programs. RIDE provides updated admission implementation guidance each year to outline the requirements for the following year, as RIDE currently requires cut scores at the 60th percentile for the basic competency requirements (SAT, ACT, Praxis CORE) which may change from year to year. As is noted in the [RIDE admission guidance](#), RIDE plans on raising the percentile requirement to 66th, but that upward trajectory has been on pause since 2019. Programs may have specific academic (e.g. course grades) and/or coursework requirements for admission. The SOE uses multiple measures to identify candidates for admission. Admission decisions are based on a protocol and are made by a team rather than individual faculty.

The SOE offers conditional acceptance options for the requirements of GPA and basic competency. Conditional acceptance opportunities preserve the rigor of admission while offering options to address barriers related to policies, requirements, or other factors (e.g. ETS canceling testing in 2020 due to the COVID-19 pandemic). 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. Examples of current conditional acceptance

policies are [conditional admission: low GPA \(2.5-2.74, undergraduate\)](#), [conditional admission: low GPA \(2.74-2.99, post-baccalaureate\)](#), [basic competency: course options \(RIACTE\)](#).

In addition to the minimum academic requirements of GPA and basic competency, RIDE also requires programs to use additional selectivity measures to identify candidates for admission. Through the former admission process (described below in Admission Process (2017-2019)), the areas of multicultural and diversity awareness, interpersonal and communication skills, academic knowledge base, and work experience/community service with children and adolescents were measured through an interview and portfolio review process. In moving to the current admission process (described in Innovation: Current Admission Process), the URI School of Education plans to revise the tools, timeline, and processes for measuring candidates in terms of additional selectivity measures. This revision has been delayed due to the COVID-19 pandemic.

The SOE's faculty and staff collaborate with partners, including RIDE and RIACTE, to ensure that admission processes and requirements remain accessible for all candidates. The SOE is committed to providing pathways to teaching certification to all interested candidates, particularly candidates that reflect the diversity of the state of Rhode Island.

RIDE admission requirements and the SOE's admission process and timeline are provided for candidate review on the SOE's website (current website: [undergraduate information](#), [post-baccalaureate information](#)).

Admission Process (2017-2019)

The admission process described here includes information from 2017-2019 to align with the data provided in Standards 1 and 2 and specific program information provided in other sections of the QAR.

Admission in the academic years 2017-2019 included an application process, interview, and portfolio review (2017 admission webpage: [undergraduate](#), [post-baccalaureate](#)). After an initial application review by the OTE, candidates participated in a rigorous [interview](#) and [portfolio](#) process that assessed the candidate's goodness of fit for the program and teaching profession. The OTE facilitated fall admission workshops to prepare candidates for the spring admission process and provided faculty with an [admissions guide](#) for support through the process.

The structure of the portfolio and interview process was designed to encourage candidates to engage in deep reflection on their experiences in education. Program faculty and advisors assessed candidates during the [portfolio \(rubric\)](#) and [interview \(rubric\)](#) process in the following areas: multicultural and diversity awareness, interpersonal and communication skills, academic knowledge base, and work experience/community service with children and adolescents. In the categories above, candidates were expected to reference the RIPTS and [SOE Diversity Vision](#) where appropriate.

The admissions process was reviewed and updated to ensure clarity and consistent practice. Faculty reviewed common data to establish validity of the rubric and then rated them individually for inter-rater reliability. More than 80% of agreement was reached across different dimensions of admission rubric. Admissions trainings for evaluators were provided using a videotaped interview and sample admissions portfolio. Both were reviewed using the appropriate rubric. Results were shared with a clarifying discussion to arrive at consensus.

In the academic years 2017-2019, conditional acceptance policies offered included [2016-2017 Conditional Acceptance Policy: Low GPA](#) and [2017-2018 Conditional Acceptance Policy: Admission Testing](#).

In addition to the traditional admission process described above, the SOE offered admission through the Teacher Education Scholar (TES) program. TES offered early admission to teacher preparation programs, allowing access to education advising and resources before the teacher preparation programs begin in the junior year. Candidates were notified of TES eligibility through the URI Admissions Office upon admission to URI or could apply once at URI. A sample of the TES website and requirements can be reviewed [here](#) and [here](#).

Innovation: Current Admission Process

In 2019, the director of the SOE assembled a committee of faculty and staff to review the admission process and requirements for initial programs. The committee was charged with using feedback from candidates, program completers, faculty, and other university-based partners to make recommendations to streamline the admission process. Feedback indicated that the cumbersome process for admission was a barrier for some candidates, particularly candidates from racially or economically minoritized populations, non-traditional students, transfer students, and students with special needs or language accommodations. After the initial committee [recommendation to streamline](#) the former process, a [new admission committee operationalized the changes](#). In streamlining the process, burden was alleviated not only for candidates, but also for faculty and staff.

The committee proposed an admission system that is aligned with the admission systems in other colleges and departments. The [initial proposal was accepted by the faculty](#) of the SOE and the new admission process was first implemented in January 2021 (phase one). One salient point from faculty was that candidates were being evaluated in terms of “fit” for the program and a career in teaching before they had experience within the program. Faculty expressed a desire to coach and mentor candidates during the program prior to evaluation for a more authentic measure of “goodness of fit” for the program and the profession of education.

The current admission process includes partnership between the College of Education and Professional Studies (CEPS) Assistant Dean’s Office, the UCAS advising staff, OTE, the URI Graduate School, the faculty and staff in the URI College of Arts and Sciences, and SOE faculty. Improvements include a faster admission cycle (was 6 months, now 2 months), streamlined communication to and from advisors and OTE regarding admission, a clearer pathway to admission for transfer students, and several additional benefits:

- The Assistant Dean’s office has been able to target undergraduate candidates who are not currently enrolled at URI to address their program of study directly.
- A significantly increased number of candidates were admitted in 2020-2021 (245) than the previous year (84 in 2019-2020).
- Candidates have expressed less stress and confusion regarding admission to the SOE than in previous years.
- The TES structure for admission is now specifically utilized as a marketing tool to engage high school students interested in a teaching career.

For undergraduate candidates, the current admission process is initiated by the CEP’s Assistant Dean’s office in May and December. The Assistant Dean’s office, in partnership with the OTE, reviews the academic qualifications of each candidate to ensure that the RIDE’s admission requirements are met (GPA and basic competency), as well as University requirements (GPA and credit count). This review includes outreach to specific candidates who have not yet met the academic requirements. Through this process, advisors are notified of potential admission or program issues with specific candidates and do outreach to provide support and/or holistic advising. The OTE recommends candidates who have met the academic requirements to each certification program’s faculty for further program review and final approval for admission. The Assistant Dean’s office then processes the major code change and the OTE notifies the

candidate with an [official admission letter \(admission letter: conditional acceptance\)](#) and program information (example: [elementary undergraduate program](#)).

The post-baccalaureate programs in SOE also 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 SOE website, as well as discussions regarding standardizing the admission requirements across the unit.

For post-baccalaureate candidates, the current admission process is initiated by a candidate's submission of 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.

For full admission to the URI School of Education, candidates meet or exceed RIDE minimum academic requirements in GPA, basic competency, and the URI requirement for credits for undergraduate applicants and the RIDE and URI GPA requirement for post-baccalaureate candidates. Faculty continue to work to address the complexities of transfer students and the impact on admission, and how to authentically evaluate candidates' "goodness of fit" for the program using additional selectivity measures after experience within the program (RIDE requirement of additional selectivity measures: phase 2 of the admission process; delayed by COVID-19).

Innovation: Basic Competency Courses (EDC 280, EDC 281, EDC 282)

To help candidates meet basic competency requirements for admission, the URI SOE now requires EDC 280 (math), EDC 281 (reading), EDC 282 (writing) to meet the RIDE's basic competency requirements. Candidates meet the admission expectation by earning a B or better in each course. Candidates who meet the basic competency requirements with another option (SAT, ACT, or Praxis CORE), as outlined on the admission webpage, are exempt from taking these courses.

These courses were initially created as preparation courses for the Praxis CORE exams. When the [Rhode Island Association of Colleges for Teacher Education's \(RIACTE\)](#) basic competency coursework proposal was approved to meet the basic competency requirements for admission in 2019, the faculty shifted the focus of these courses from exam preparation to align with the content and benchmarks of the exams. The faculty review the content of the courses each time ETS revises the Praxis CORE exams.

These courses were initially offered as options for meeting the basic competency requirements. This caused a great deal of confusion for candidates and advisors, with the result that many candidates did not understand the importance of the courses, thus delaying registration for the courses. Candidates would then be shut out of the courses and have to take the Praxis CORE exam, essentially defeating the purpose of the courses for basic competency. Adding these courses as requirements changes the advising conversation and necessitates an earlier conversation regarding admission requirements.

Monitoring

Candidates are closely supported by professional and faculty advisors throughout the program, with additional program level data provided for monitoring and support of candidates through the [Unit Assessment System \(UAS\)](#). Described in this section are the three formal transition points

for teacher candidates, the UAS, and seven current innovations in candidate monitoring and support.

Certification programs use multiple measures at each transition point. National content standards and RIPTS have been incorporated into transition points for admission, 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*

Undergraduate candidates who designate 'education' upon application attend a summer orientation and meet with program-specific education advisors who provide an overview of program requirements and help candidates make a fall semester schedule.

Incoming freshmen who are interested in becoming teachers can live together in a Living Learning Community (LLC) in one dormitory and are enrolled in designated sections of URI 101 – Traditions and Transformations: A Freshman seminar, which includes community service in the Feinstein Enrich America program. Advising and admissions programming is part of the LLC.

Once enrolled at URI, all candidates receive support through University College for Academic Success (UCAS), providing centralized advising to students who are completing general education requirements. UCAS and SOE collaborate to provide current and relevant information to candidates regarding course selection, admission requirements, and specific student concerns. In addition to getting support from UCAS advisors, candidates are notified that they can find support in the main offices of the OTE and SOE.

- *Transition Point 2: Admitted to Program and Movement to Student Teaching*

Candidates are assigned a specific education 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 advisement 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.

In addition to advising support, candidates are able to participate in tutorial assistance, study groups, writing support, online assistance center, and supplemental instruction are available at the URI Academic Enhancement Center for additional support during their program. The Curriculum Materials Library (CML) offers study guides for the Praxis CORE and Praxis II, in addition to many curriculum resources available to candidates. SOE faculty and staff work to connect students with scholarships 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 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 MA/TCP students to offset tuition costs.

All candidates in the semester prior to graduation complete a degree audit. As part of this process candidates meet with their advisor, and program requirements are reviewed, approved, and passed on to the college's dean's office. 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, in collaboration with the OTE and the Assessment Coordinator, reviews candidate data prior to student teaching 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 student teaching are counseled on their options for graduation and/or future student teaching eligibility.

- *Transition Point 3: Completion of Clinical Experiences and Exit from Program*

At the beginning of the student teaching 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 dean's office, program faculty, OTE, and the assessment coordinator collaborate to ensure that candidates are cleared for program completion and certification recommendation through RIDE.

Student teachers are monitored in their clinical placements by University supervisors and clinical educators. University supervisors and clinical educators use the same forms for observation, mid-term, and final evaluation; this provides opportunity for increased assessment reliability across students. University supervisors review classroom observation data and midterm evaluations with clinical educators 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.

SOE provides training for clinical educators each fall, where they can 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 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 [Early Childhood Education Assessment](#), 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).

Innovation: Final Evaluation Revision

Based on an analysis of student teaching final evaluation data, faculty determined that expecting student teachers to attain a satisfactory level of performance in the areas of community outreach and parental involvement was unrealistic. Faculty found that candidates often were not in classrooms and/or schools that provided opportunities or mechanisms for candidates to meet these standards in a meaningful, comprehensive way. Faculty also found that the semester structure of student teaching (12 weeks with building responsibilities over time) was not conducive to meeting these standards authentically. The result of this finding is that the faculty removed these standards from the final student teaching evaluation.

Innovation: Additional Field Work Related to Classroom Management

An analysis of exit survey data and final student teaching evaluation data indicated that classroom management was an area where candidates did not feel confident. To address this issue, programs added more field experiences. These field experiences are designed to encourage candidates to investigate, evaluate, and experiment with concepts related to classroom management. Additionally, these field experiences are taken concurrently with methods and pedagogy courses that address classroom management.

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, three 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 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 earning 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: Professional Advising

Reviewing and revising the advising system is a priority for the URI SOE because the ultimate goal of any revisions is to streamline support and communication with candidates. Prompted by a trend in exit survey data from program completers, faculty identified advising as an area where the programs could improve candidate experience and outcomes. In 2018, a professional advisor was hired to provide additional support for candidates. The SOE professional advisor works closely with the professional advisors in UCAS and the SOE faculty advisors to provide a consistent foundation of advising support for candidates throughout the program. Committees of faculty, advisors, and staff work together to review and revise not only the advising structure and policies, but also other policies in the SOE such as the admissions process.

Innovation: Specific Coursework to Address Gaps

The faculty in the SOE continually use data to revise the certification programs to better address the candidates needs through the identification of trends and/or gaps in understanding or performance. Examples of this include the creation of MTH 208 (Numeracy for Teachers I) and MTH 209 (Numeracy for Teachers II). These required courses were created to address gaps in understanding that the elementary team noticed when analyzing data on elementary licensure exams. Now, the math content licensure exam for the elementary certification is no longer the certification exam that is the most challenging for candidates in the elementary program, evidenced by a decline in the number of candidates who do not pass the math content exam on the first or second attempt.

Innovation: Early Childhood Education and Health and Physical Education Transition to the College of Education and Professional Studies

In 2019, the Health and Physical Education (HPE) certification program and the Early Childhood Education certification program transitioned into the College of Education and Professional Studies from the College of Health Sciences to better align with the structure and requirements of a teacher certification program, in addition to capitalizing on the structural resources of the SOE. In making this transition, communication between the unit and each program has become more efficient and effective, advising and field placement has been streamlined, and faculty are able to collaborate more. Additionally, coursework was streamlined and aligned to the requirements of the SOE and HPE became a separate major after being considered a “track” in the Kinesiology department.

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:

- *RI MESA* equips participating candidates to help underserved and underrepresented middle and high school students excel in STEM (science, technology, engineering, and math) through hands-on, human-centered invention education. Participating candidates also receive mentorship from participating clinical educators and act as leaders within schools.
- *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 (KDP) National Education Honor Society 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. Our KDP Counselor serves as KDP representative to the United Nations.
- *GEMS-Net* provides professional development to candidates and clinical educators regarding science education. By situating the professional development within the school setting, *GEMS-Net* encourages a deep understanding of how science instruction is facilitated in local schools and encourages collegial relationships between clinical educators and candidates.

APPENDIX B: COMPLETER SUPPORT AND FOLLOW-UP PRACTICES (STANDARD 4)

APPENDIX B: Completer Support and Follow-Up Practices

This appendix further examines 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, 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 guide the conclusion to standard 4 and assisted the department field innovations and areas to consider for future program improvements.

[Credential Review Pathway \(CRP\)](#)

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 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 the annual education networking fair. At this event, district leadership are engaged in conversations regarding district hiring needs and how URI program completers can fill their hiring needs. Normally this fair is held -in-person at URI, but due to the pandemic it has been hosted virtually for 2020 and 2021.

Recruitment of Alumni as Clinical Educators

After three years of successful teaching and positive RIDE evaluations from their employer, alumni are sought by the OTE to serve as clinical educators in our programs. 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 because of the number of student teachers completing student teaching remotely. It will be re-established for the spring 2022 semester when the majority of student teaching occurs in-person.

Sharing of Employment Data in Program Courses

For initial programs, in the EDC 102 Educational Foundations course taken prior to acceptance for Early Childhood, Elementary, and Secondary candidates as well as Music and Health/Physical Education candidates, employment data is shared in the Chapter 1 PowerPoint about surpluses and shortages in education nationally. Instructors also share information about salaries for teachers, both in and out of state.

APPENDIX C: PROGRAM CAPACITY AND INSTITUTIONAL COMMITMENT (STANDARD 3)

APPENDIX C: Program Capacity and Institutional Commitment

This appendix further examines program capacity and institutional commitment

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 SOE's last program approval visit occurred in the spring of 2017. The URI SOE report can be found here: [PREP-RI URI Program Approval Report 2017](#). All initial and advanced licensure programs completed the PREP-RI process 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 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 the National Association for the Education of Young Children (NAEYC) standards: early childhood education; National Curriculum Standards for Social Studies (NCSS): secondary education, history; National Council for Teachers of Mathematics (NCTM): secondary education, mathematics; National Science Teaching Association (NSTA): secondary education, science; National Council for Teachers of English (NCTE): secondary education, English; American Council on the Teaching of Foreign Languages (ACTFL): world language education; American Library Association - Association of School Librarians (ALA-AASL): school library

media; National Association of Schools of Music (NASM): music education; Society of Health and Physical Educators (SHAPE America): health education and physical education; Rhode Island Grade Span Expectations (GSEs); Common Core State Standards (CCSS); International Society for Technology in Education (ISTE).

Examples of critical benchmark tasks include the unit-planning task, the assessment of student learning task, and the RIPTS final evaluation of student teaching. These tasks are completed by all candidates at the undergraduate, TCP, and MA/TCP levels to show competency in critical teaching tasks and meet certification expectations. Most of these tasks are analyzed and discussed in Standard 1 of this report. Methods courses emphasize content standards relative to the course and are demonstrated through the planning task completed in each course by candidates. Rubrics are standardized across programs and provide information on candidate knowledge, pedagogy skills, and professional dispositions. The AAQEP standards, RIPTS, program-specific standards such as Rhode Island Grade Span Expectations (GSEs) and Common Core State Standards (CCSS), and relevant national standards (e.g. NCSS, NGSS, etc.) 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 now, 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. Both clinical educators and university supervisors evaluate assessments against standards, such as the NAEYC/RIPTS final evaluation of student teaching ([example from the early childhood program](#)).

Curriculum maps and course syllabi aligned to state (RIDE), program-specific, and national standards (AAQEP):

[Syllabi aligned to standards](#)

[Early Childhood Education](#)

[Elementary Education](#)

[Health Education and Physical Education](#)

[Music Education](#)

[School Library Media Education](#)

[Secondary Education](#) and [World Language Education](#)

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 & Sport Studies)

*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	Fitness Specialist and Health Coach	Ph.D.	Behavioral Psychology: Health Promotion

	Education Methods			
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 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 information 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 OTE, 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.

Student Support Services:

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 resources listed above 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 SOE.

The SOE and the College of Education and Professional Studies offer additional resources for candidate support:

- EDC 280, EDC 281, EDC 282: Courses that address the basic competency requirement for admission
- Comprehensive advising structure throughout the program that includes both faculty and professional advisors
- Specific coursework to address gaps in candidate experience (e.g. MTH 208 and MTH 209: math for elementary teachers)
- Financial support for taking the Praxis CORE for admission
- Opportunities to offset financial issues associated with tuition including education-specific scholarships and graduate assistantships
- Opportunities for study abroad and national service projects
- The Finish What You Started program for former students who would like to complete their degree
- The Academic Skills Center

Policies and Practices

Prior to entry into our programs, URI undergraduates have a major-specific advisor in University College. They have access to program information [here](#). Here is an example of a major-specific page: [elementary advising example](#). Additionally, the URI OTE offers guidance through the [OTE](#)

[Google Site](#). 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](#).

Our students follow the University's [guidelines](#) for the transfer of credits.

Distance Education: If the provider offers programs entirely via distance or online education, the provider verifies student identities, is able to respond to candidates in a timely manner, and has sufficient resources for current enrollment and anticipated growth.

The School Library Media (SLM) program is the only initial certification program in the URI SOE that is offered solely online. The following information outlines how the program verifies candidate identities, responds to candidates in a timely manner, and addresses resources to accommodate enrollment and projected growth.

The SLM program verifies the identity of candidates by:

- Meeting virtually with all students throughout the program multiple times. The first meeting at the start of the program is to get to know the candidate and plan their program of study. The faculty meets with candidates to discuss potential field placement sites prior to field experiences. Then during student teaching, the faculty meets virtually with candidates and their CEs. The faculty observe candidates teaching a lesson in person or through a video recording and then have a virtual post observation conference.
- Requiring a transcript upon application that shows completion of an undergraduate degree. When candidates enroll in courses, they are automatically added to the roster of the course in the learning management system.
- Confirming candidate identities by getting to know coursework, giving feedback and communicating throughout the program.
- Candidates have to take and pass the PRAXIS tests which have strict security protocols to ensure the person taking the test is the candidate.

A common communication policy is for faculty to respond to candidate emails within 24 hours. Advisors also have candidate emails, phone numbers, and addresses in the eCampus enrollment system platform to easily contact candidates. Faculty can email candidates directly through URI's learning management system (Brightspace) or through the University gmail accounts. Faculty give candidates the option of meeting virtually in Zoom or on the phone.

So far, the School Library Media program has sufficient instructors to teach the courses. We anticipate demand to increase so we are actively recruiting part time faculty. The Dean of the College of Arts and Sciences is aware that the program will likely grow and will provide additional faculty at the point of growth.

Third-Party Comments

The SOE has solicited public comments using the [Third Party Comment page](#) on the AAQEP website to clinical educators, program completers, and current teacher candidates. Plans for future outreach for third party comments include putting a notice in the local newspaper, sending a personal request for comments to district administration and district contacts, posting a request for public comment on our social media pages, and sending a personal message to key community stakeholders and university supervisors.

APPENDIX D: INTERNAL AUDIT OF THE QUALITY CONTROL SYSTEM (STANDARD 3)

APPENDIX D: Internal Audit of the Quality Control System

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

	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.

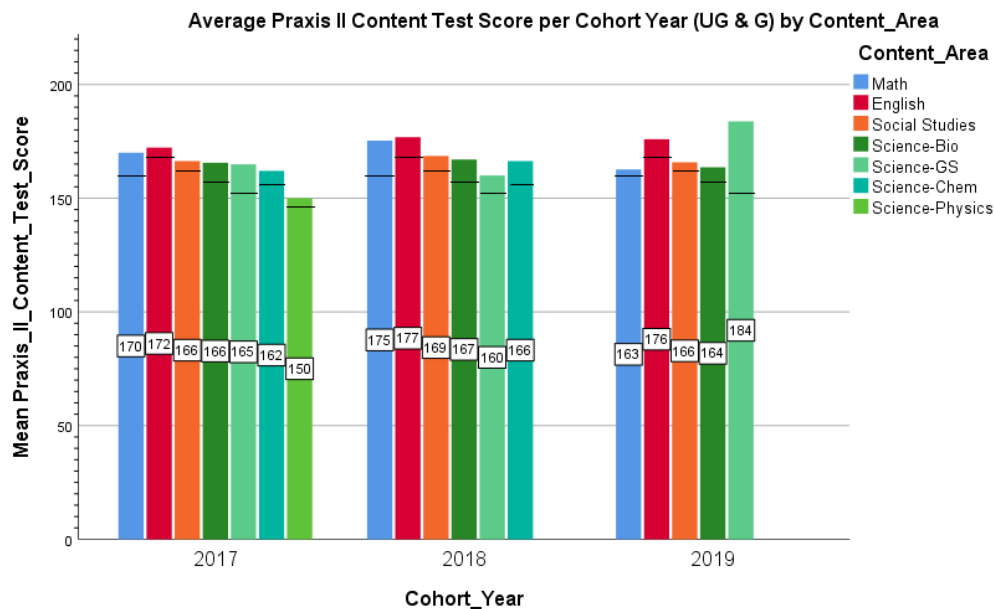


Figure 1. Average Praxis II Content Test Scores per Cohort Year, by Content Area. Note: lines on the bars indicate the minimum pass score for each of the content areas.

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

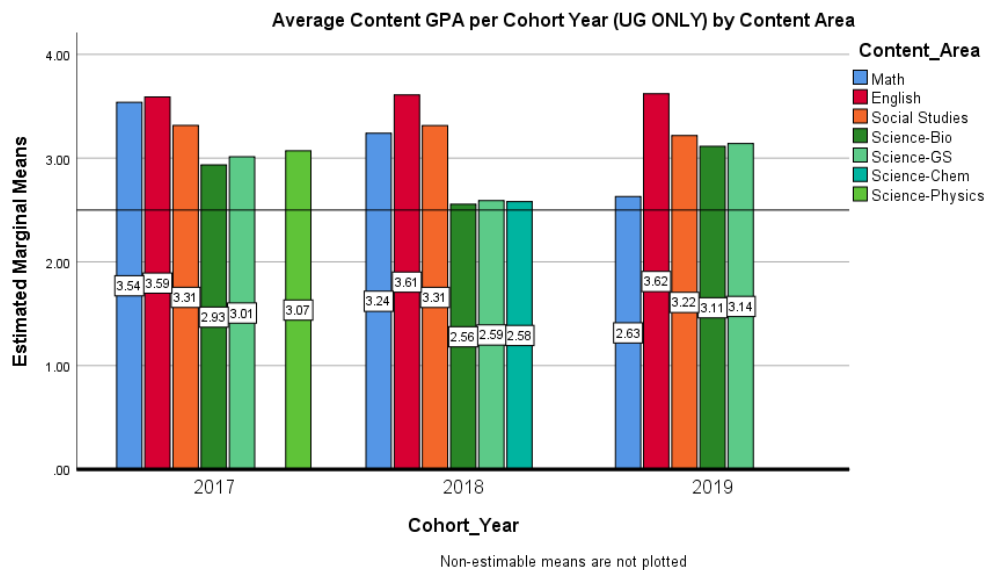


Figure 2. Average Content GPA per Cohort Year, by Content Area
Note: line in graph indicates minimum required Content GPA (2.5)

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.

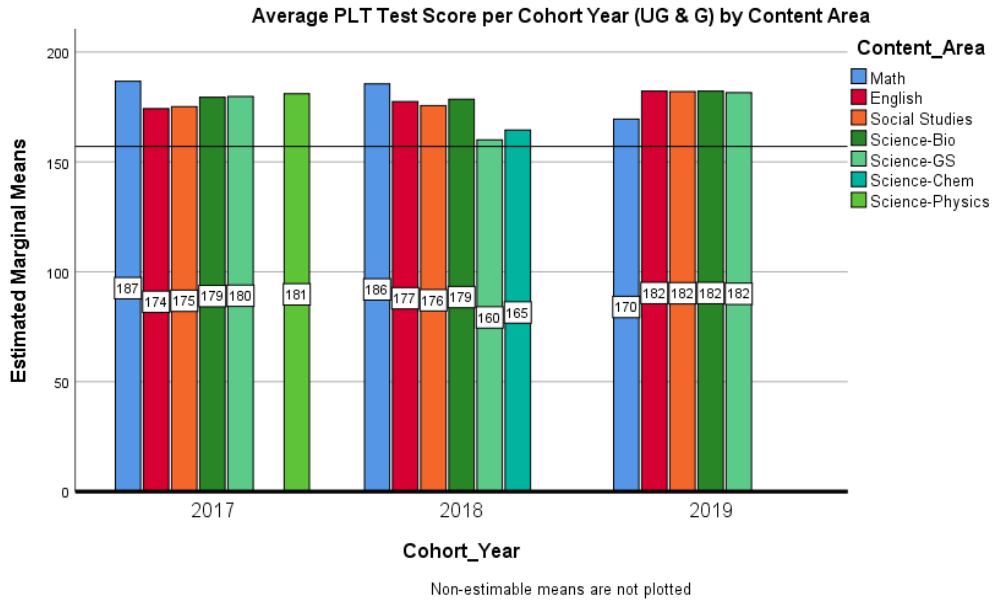


Figure 3. Average Praxis II PLT Score per Cohort Year, by Content Area
 Note: line in graph indicates minimum required PLT Score (157)

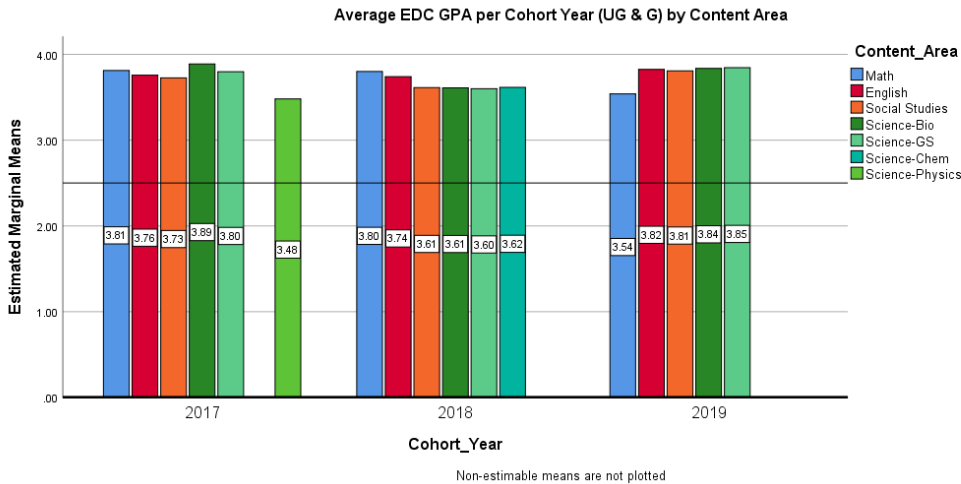


Figure 4. Average EDC GPA per Cohort Year, by Content Area

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

		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

		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 attempted 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

This appendix further examines evidence of data quality

Narrative on Trustworthiness and Fairness

All faculty involved in candidate admission are members of the program team into which 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 training sessions for evaluators have taken place, and 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).

Faculty have worked together in the past to calibrate scoring of assessments and have come to a shared understanding of rubric levels and appropriate standards-based comments, although this is an area we need to continue to strengthen as part of our routine practice toward continuous improvement. University supervisors and clinical educators 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 mid-term evaluations with clinical educators 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 Rhode Island Professional Teaching Standards (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. Clinical educators 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 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. 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 SOE assessment system is guided by the Student Evaluation Standards of the [Joint Committee on Standards for Educational Evaluation](#), 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

URI teacher candidates are expected to demonstrate each of the RIPTS 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 University College 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 clinical educator.

All initial license candidates met or exceeded standards on disposition assessments related to RIPTS Standards 10 and 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 alignment with the AAQEP standard regarding impact and engagement with multiple stakeholders, as well as respond to Performance Review for Educator Preparation-Rhode Island (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

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 student 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.

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.