



University of Rhode Island
Traditional Report AY 2022-23
Rhode Island



100% COMPLETE
STATUS: IN PROGRESS

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

217484

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

142 Flagg Rd

CITY

Kingston

STATE

Rhode Island



ZIP

02881

SALUTATION

Dr.



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Danielle

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. [\(\\$205\(a\)\(C\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1	Special Education	PG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.14	Teacher Education - English as a Second Language	PG	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1307	Teacher Education - Health	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.99	Teacher Education - Other	PG	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

16

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

4. Please provide any additional information about the information provided above:

Program Entry: Minimum GPA in content coursework is required for secondary education and music students. Conditional acceptance is offered to applicants who show academic progress, but do not meet the 2.75 GPA requirement. The conditions of acceptance include a minimum GPA at admission of 2.5, 45 earned credits at admission, and achieving a 2.75 GPA prior to student teaching.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

If an applicant's GPA falls below 3.0 but at or above 2.5, faculty may consider admission after reviewing admission materials and conducting an interview with the candidate, addressing the candidate's: 1. Rationale for pursuing teaching as a career. 2. Reflection on past academic performance. 3. Evidence of successful work experience. 4. Evidence of dispositions and attitudes reflective of successful teachers. If, after the interview and admissions materials review, a faculty member recommends conditional admission, candidates will be: 1. Required to take two predetermined (by the faculty member) graduate courses as a non-matriculating student. 2. If the candidate earns a 3.0 GPA in these two courses, they can be fully admitted to the graduate school and the teacher education program to which they applied, bringing with them the credit for the two previously taken courses. The College will continue to support the candidate through monitoring provided by the Assistant Dean and the Office of Student Academic Services each semester to monitor that GPA is being maintained a 3.0 until at least 15 hours of graduate work are complete. A plan of study is designed specifically to support their certification goals, academic needs, and program requirements twice per semester, with required meetings with the faculty member who recommended admission or another appropriate faculty member/associate dean, for the duration of their program of study.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

124

Programs with student teaching models (most traditional programs)

Number of clock hours required for student teaching

420

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

5

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

24

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

233

Number of students in supervised clinical experience during this academic year

173

Please provide any additional information about or descriptions of the supervised clinical experiences:

Average number of clock hours required prior to student teaching is the total calculated average of Music Education, Physical Education & Health, Early Childhood Education, Elementary Education, and Secondary Education. Student teaching hours were calculated using the standard 12 weeks x 35 hrs a week. "Number of cooperating teachers/Pk-12 staff supervising clinical experience during this academic year:" URI College of Education has corrected the way this metric is calculated for 2022, 2023, and 2024 per Rhode Island Department of Education guidelines. URI College of Education corrected the metric and now only counts those candidates completing their final student teaching residency/placement. Each candidate works with one (or more) clinical educators; therefore, our 168 program completers worked with exactly 233 clinical educators.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	810
Subset of Program Completers	168

Gender	Total Enrolled	Subset of Program Completers
Male	175	31
Female	635	137
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	13	2
Black or African American	19	5
Hispanic/Latino of any race	65	12
Native Hawaiian or Other Pacific Islander	0	0
White	671	142

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	22	0
No Race/Ethnicity Reported	19	6

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

What are CIP Codes?

No teachers prepared in academic year 2022-23

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="6"/>

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	88
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	14
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	12
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	6
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	12
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	12
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="School Library Media (18)"/>	18

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2022-23

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	81
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	13
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	10
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	6
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	18
26	Biological and Biomedical Sciences	3
27	Mathematics and Statistics	5
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>

CIP Code	Academic Major	Number Prepared
54	History	<input type="text" value="10"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

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.

- Yes
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
 No
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

Assurance 1: ESL, special education, science, world languages, and math are high need areas in Rhode Island and other nearby states where many of our completers seek employment. The College of Education has responded as follows: we continue to focus on growing our secondary math and science programs through creative recruitment strategies, such as partnering with faculty and programs in those areas within the University and by offering opportunities for funding and recognition through the NOYCE Scholarship program. Faculty and administrators from the College of Education collaborate with various district partners, including human resources staff, superintendents, and assistant superintendents, through the RI Department of Education and the CEEDAR State Leadership Team on hiring in high needs areas. Assurance 2: In terms of instructional decisions, classroom management, high quality assessment, and differentiation of instruction continue to be at the forefront in instructional decision-making. Preparation in

our programs reflects the priority of these areas, for example, the secondary education classroom management class is required in the semester prior to student teaching, to provide the best preparation possible when candidates are preparing to immerse in their student teaching experience.

Assurance 3: Teacher candidates in the elementary special education certification program are concurrently enrolled in the elementary certification program. To meet program requirements in special education, these teacher candidates must also meet all requirements for the elementary teaching certificate, including required coursework in the core academic subjects (math, English language areas, science, and social studies) and passing all certification exams for both the elementary certification and the special education certification.

Assurance 4: All teacher education candidates must take EDC 402: Educating Students with Special Needs in Inclusive Settings, a course that focuses on the role of general education teachers in supporting students with disabilities in their classes. Candidates learn how to effectively participate in IEP meetings through assigned readings, role playing, lecture, and guest presenters. A course objective in student teaching is to attend an IEP meeting. Likewise candidates learn about how to provide accommodations and modifications for Pk-12 students with disabilities as mandated by the Individuals with Disabilities Education Act (IDEA). In assessment coursework, the importance of providing accommodations in testing and other kinds of assessments for students with IEPs is discussed and practice is provided. When planning for student teaching, accommodations and/or modifications for several hypothetical Pk-12 students must be included. This assignment requires that candidates have a solid command of the difference between accommodations and modifications and to make appropriate decisions when adapting instruction. Since Rhode Island over-identifies Pk-12 students with special needs (18% vs. national estimates of 12%-15% of students), our prospective teachers learn about the Response to Intervention model (RTI) Tier 1 and Tier 2 interventions in their classrooms. These interventions enable educators and other professionals to identify Pk-12 students early who begin to struggle either academically or behaviorally and offer appropriate supports, and can significantly reduce over-identification of Pk-12 students with special needs.

Assurance 5: Meeting the needs of LEP Pk-12 students is clearly an area where expertise is needed. One helpful strategy has been the decision in both the initial programs to place candidates in an urban or urban ring field experience where they will have the opportunity to build their skills in working with LEP students. In lesson planning, teacher candidates are consistently guided in including plans for LEP students. The strategy includes exposure to and practice in using the following research-based methods: frequent use of visual aids, modeling, demonstrations, graphic organizers, sheltered instruction strategies, vocabulary previews, predictions, adapted texts, cooperative learning/collaborative student study groups, peer tutoring, and including multicultural content. Constructive feedback is integral to this process. Our goal is to assure that teacher candidates will gain mastery of a wide range of research-based instructional strategies since the LEP population is diverse, and one size does not fit all when designing effective instruction. The curriculum for EDC 448 Teaching Literacy Across the Content Subjects course was revised to include a task that involves research-based best practices for teaching language to LEP students in the content area classroom.

Assurance 6: In their first required field placement (urban), candidates develop a deeper and more nuanced understanding of diversity in today's classrooms, including how economic challenges can interfere with learning. As candidates progress through the education programs, they are continually challenged to understand how best to reach out to Pk-12 students from low-income households and to their families and to build a strong home-school connection when possible.

Assurance 7: Our candidates have all been exposed to urban or suburban settings through practicums by the time they complete their program. Our programs emphasize best practice that translates to any setting, while at the same time addressing particular skill sets that may be needed (i.e. strategies for teaching LEP students most likely concentrated in urban areas).

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We had 7 accepted secondary mathematics candidates scheduled to student teach in spring 2023 last year. Of those, 6 candidates commenced student teaching in the spring of 2023 and completed the program. 5 candidates completed the program by the end of the spring semester (May 2023) and 1 completed the program at the end of the summer (August 2023).

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We currently have 3 secondary mathematics candidates student teaching in the spring of 2024.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

In response to an urgent need for science and mathematics teachers across the nation and in the state, we have designed a STEM Teaching Fellows is an Accelerated Teaching Certification Program that eligible candidates can complete in two summers and a year. The program works in collaboration with a partner district in order to support primarily emergency certified teachers and returning professionals with a mathematics or science major or equivalent in helping the candidate earn full certification while serving as the teacher of record. The program has been in development during the 23-24 school year, and has a goal to start a cohort of three candidates in the 2024-2025 academic year. Currently the secondary mathematics program has 11 candidates scheduled for Spring 2025 student teaching and Spring 2025 program completion. 2 of these candidates are continuing candidates from 2024 that were not ready to student teach in spring 2024.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We had 5 secondary science candidates for student teaching in 2023. All 5 candidates were program completers by the end of the 2022-2023 academic school year.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We currently have 8 secondary science candidates student teaching for the Spring 2024 semester and are on pace to complete during the 2023-2024 academic year.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

In response to an urgent need for science and mathematics teachers across the nation and in the state, we have designed a STEM Teaching Fellows is an Accelerated Teaching Certification Program that eligible candidates can complete in two summers and a year. The program works in collaboration with a partner district in order to support primarily emergency certified teachers and returning professionals with a mathematics or science major or equivalent in helping the candidate earn full certification while serving as the teacher of record. The program has been in development during the 23-24 school year, and has a goal to start a cohort of three candidates in the 2024-2025 academic year. We currently have 5 secondary science candidates scheduled to student teach in 2025.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We had 6 candidates complete the special education certification during the Fall 2023 student teaching semester, upon completion of their initial elementary license in the Spring of 2023.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We currently have 11 elementary candidates pursuing the special education certification, as part of a new residency pilot, concurrently completing their initial licensure in elementary education during the spring of 2024.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The Special Education ABM Program is designed for candidates to earn both a bachelor's degree and an MA in Education (with a Specialization in Elementary & Middle Special Education OR Secondary & Middle Special Education) in just five years. Starting the senior year, candidates in this program will begin taking courses for their master's degree in special education. We anticipate this will draw candidates who are currently education majors, as well as majors in related fields. This program will address the shortages of special education teachers nationally where special education has been identified as a shortage area at the elementary, middle, and secondary levels (US Department of Education, 2021), and in Rhode Island, accounting for 19% of emergency certificates issued in the state in 2021 (RIDE, 2021). In addition, the College of Education received a \$1.1M federal grant through the Office of Special Education Programs to diversify the special education workforce. Our goal is to enroll 15 applicants in the new program. Our goal is to admit at least 15 candidates into the new MA in special education program. We currently have 8 elementary candidates pursuing the special education certification, concurrently completing their initial licensure in elementary education during the spring of 2025.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[§205\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We continue to expand our graduate and undergraduate programs. We launched a 300-level Foundations in MLL Education course so all preservice teachers have an opportunity to learn about English Learner education prior to initial certification. This course is used to recruit students into our ESOL/BDL certification or M.A. program. We accepted our first undergraduate students into the 4+1 model, so they can earn their M.A. in TESOL/BDL and certification in one year post graduation.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We will focus on expanding our graduate program by encouraging undergraduates to pursue the 4+1 model for certification and earn the M.A. in TESOL/BDL. We will use the 300-level Foundations in MLL Education course as a marketing tool and as an opportunity for preservice teachers to learn about English Learner education prior to initial certification. We will continue to recruit school leadership to participate in the MLL Education for Administrators cohort through local partnerships and advertising our MLL Endorsement. Finally, we plan to secure additional funding for preservice and inservice teachers to have access to tuition support.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We will implement curriculum/programmatic changes to the TESOL/BDL program to reflect Rhode Island regulation changes in the Right to Read Act. We will continue to establish and maintain partnerships with Rhode Island districts to support teachers and administrators who pursue either the M.A. in TESOL/BDL program or the MLL Endorsement for School/District Leaders. We will welcome our first significant cohort in the 4+1 model (~10 candidates) who plan to complete the program in 2025.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5236 -BIOLOGY Educational Testing Service (ETS) Other enrolled students	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5246 -CHEMISTRY Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5665 -CHINESE (MANDARIN) WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	10	162	8	80
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	14	171	13	93
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	18	172	18	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	13	172	13	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2021-22	19	171	19	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2020-21	13	170	13	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	26	172	20	77
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	70	172	60	86
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	76	176	73	96
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	49	178	49	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	19	170	18	95
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	71	166	64	90

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	76	168	75	99
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	50	170	48	96
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	18	165	14	78
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	69	165	57	83
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	76	170	70	92
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	49	171	48	98
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	24	157	13	54
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	70	159	51	73
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	76	164	70	92
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	49	167	45	92
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	5			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	11	177	11	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5436 -GENERAL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5436 -GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	19	166	16	84
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	15	167	13	87
ETS5311 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5311 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5311 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2020-21	13	169	12	92
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	10	169	10	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	12	174	12	100
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	21	157	18	86
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	15	159	14	93
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	46	173	45	98
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	45	176	44	98
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	15	171	13	87
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	93	172	86	92
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	70	175	69	99
ETS5312 -SCHOOL LIBRARIAN Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	11	166	8	73
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	14	163	11	79
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	8			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	10	164	6	60
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2020-21	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	139	104	75
All program completers, 2021-22	167	150	90
All program completers, 2020-21	134	121	90

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. [§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#)

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

AAQEP visit completed in May 2022. All teacher licensure programs earned a full 7 year term (7/2029)

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes

No

- b. use technology effectively to collect data to improve teaching and learning

Yes

No

- c. use technology effectively to manage data to improve teaching and learning

Yes

No

- d. use technology effectively to analyze data to improve teaching and learning

Yes

No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The College of Education has utilized an electronic portfolio assessment system, TaskStream (owned by Watermark) for all education licensure programs at the University of Rhode Island since 2012. The College of Education plans to migrate to Watermark's new innovative products, Student Learning and Licensure, commencing with the incoming cohorts in the fall of 2024. This system gives our faculty and candidates a consistent record of academic performance on critical tasks to collect data to improve teaching and learning. During student teaching, all candidates are assessed against the International Society for Technology in Education Standards (ISTE). These standards are aligned to universal design elements. All candidate critical performance tasks are uploaded, reviewed by faculty, and available for candidate reflection, analysis, and improvement based on feedback. This process models the use of technology that will then be applied in their own classrooms. TaskStream also allows our field clinical educators to directly input observational records and their evaluations into each student teacher's portfolio directly from the field placement. Candidates in the education programs are expected to use technology in their own learning so that they can then confidently apply these skills in the classroom. For example, candidates routinely utilize cutting edge technology enhancements such as wireless access, laptop carts, iPads, Smartboard systems, social networking software, and data management and assessment software in a wide range of classes, including education courses. As candidates progress in their education courses, they are then expected to integrate technology along with universal design principles (UDL) in their instructional planning. In their educational foundations course, candidates use collaborative writing tools, such as GoogleDocs, and citation management software, and high-quality websites such as the Census Bureau and our state's school knowledge base (KidsCount) to use data to describe specific communities, districts, and schools. Later in their education coursework, candidates use a variety of accessibility software and hardware systems, including graphic organizers

software such as Inspiration and Kidspiration; text-to-speech technology, such as Kurzweil; speech-to-text software, such as Dragon Naturally Speaking; literacy technology, such as Lexia; and Notebook software to create lesson plans and teaching activities on the Smartboard. Technology such as Boardmaker, Kurzweil and Inspiration is used to create lessons plans that meet the needs of a diverse student body, including LEP learners and students with disabilities. After modeling and application in the university classroom, candidates are expected to implement instructional technology during field experiences, culminating in student teaching. During their junior practicum placements, secondary candidates are required to initiate an Evernote-based personal knowledge base where they collect their classroom reflections and teaching resources presented in each of their theory classes. These collections will be used during their subsequent methods classes as support for the unit planning process. Candidates complete a unit planning activity and an assessment of student learning task in which they set instructional goals, measure student performance, collect and analyze data, and use this data to implement effective strategies to ensure that students reach assessment targets. This assessment includes making necessary modifications to meet student needs, often using technology. In some disciplines, these unit plans are developed collaboratively using personal knowledge management software, so that the resources are available for all to use during teaching. The student teaching assessment and professional development goal-setting assignments are aligned closely with our state's teacher evaluation program requirements. These assignments require candidates to develop student learning objectives and performance targets. Candidates develop formative and summative assessments to gather evidence of their Pk-12 students' learning based on these targets. This involves collecting, managing, and analyzing data to improve instruction. The College of Education employs a Curriculum Materials Library (CML) coordinator who is working directly with program faculty and candidates on cutting edge technology, both at the University and in the field with the partnering districts. The position is essential in keeping candidates current with the technology used in our partner districts and with emphasizing technology in the programs' professional course sequence.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

Candidates in all teacher licensure programs must take EDC 402: The Education of Special Needs Students: Legislative, judicial, social and psychological issues related to assessment, identification, and education of students with special needs in general education classrooms. Candidates must be accepted into a teacher preparation program or teacher certification pathway to take this course. Course Objectives include: 1. State the major provisions of P.L. 94-142, P.L. 99-457, and P.L. 108-446. 2. Discuss the Response to Intervention model for identifying students with learning disabilities. 3. Discuss major trends and current models for regular and special education. 4. Discuss the special education - general education interface relative to developing a collaborative partnership. 5. Discuss strategies to promote successful parental involvement. 6. Discuss strategies that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning when working with students that are Gifted & Talented. 7. Identify and analyze influences which may affect all learners, including those with disabilities (e.g., self-esteem, motivation, gender, ethnic/ cultural, socioeconomic and linguistic background), and relate these to the referral, assessment, and special education processes. 8. State learning characteristics, and educational implications associated with the following: learning disabilities, mental retardation, autism, hearing impairments, visual impairments, multiple/severe handicaps, emotional disturbance, deaf-blindness, traumatic brain injury, developmental disabilities, physical disabilities, attention deficit disorders. 9. Discuss appropriate curricular strategies and accommodations and modifications for students with disabilities in general education classes. In Health and Physical Education (HPE), Dr. Emily Clapham, Associate Professor of Kinesiology, teaches a course entitled Disability Sports. HPE teacher candidates work actively with children with disabilities and in their courses requires for the adapted PE certification extension.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All teacher candidates must attend IEP meetings during student teaching and complete tasks required of regular education teachers working with students with special needs, such as collaborative teaching and planning, implementing modifications and accommodations required in the IEP or 504 plan.

c. Effectively teach students who are limited English proficient.

Each program has a field experience and an outcomes based assessment task tied to a district with a limited English proficient student population. In early childhood this experience occurs in HDF 303; in elementary this experience occurs in EDC 454; in secondary this experience occurs in EDC 332; and in health and physical education this experience occurs in KIN 305.

2. Does your program prepare special education teachers?

- Yes
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

The MA in Special Education was implemented in the fall of 2009 as an advanced certificate in Rhode Island. Admission is currently paused after 1 special education faculty member retired and 1 departed the university. The College of Education had a faculty line approved (2022), completed a search for a full time tenure track associate/full faculty position to coordinate the program in 2023. This associate professor has been hired and will commence program reinstatement coordination efforts during the 2024-2025 academic year. Elementary candidates can complete the special education certification at the same time as their initial licensure. The College has elementary undergraduates completing the special education certification concurrently for 2024 and projected for 2025. All of the courses deal with diversity in terms of educating students with special needs. Key courses address collaboration and co-teaching, culturally responsive practices, culturally fair testing, and equity issues in education. Each candidate is placed in an urban setting for at least one of the two major field placements in this program.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All special education teacher candidates must attend IEP meetings and complete tasks required of special education case managers.

c. Effectively teach students who are limited English proficient.

One of the courses required in the special education advanced program is EDS 511: Literacy and Language Instruction. This course provides future special educators with the knowledge and skills to plan instruction in literacy and language for students with disabilities. Candidates must be accepted into the special education program or receive permission of instructor to take the course.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The University of Rhode Island's, Alan Shawn Feinstein College of Education has moved to AAQEP accreditation in 2020. The College of Education currently holds AAQEP National Recognition through 2029. The College of Education earned a full 7 year accreditation in July of 2022. The next Rhode Island Program Approval visit is scheduled for Spring 2025. All initial and advanced programs remain state approved until this time. Admission to the the advanced program in Reading Education has been temporarily suspended while the program faculty coordinators review and revise the program curriculum.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

TITLE: