



**University of Rhode Island**  
**Alan Shawn Feinstein College of Education**  
**Initial Programs AAQEP Annual Report for 2024**

Provider/Program Name:	University of Rhode Island Initial Programs: Early Childhood PK-2, Elementary 1-6, Secondary 7-12 [English, mathematics, sciences, social studies], World Languages PK-12, Health and Physical Education PK-12, Music Education PK-12, School Library Media PK-12. (Commencing 2024: Elementary/Middle Grades Special Education 1-6, Secondary/Middle Grades Special Education 7-12).
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 2029

**PART I: Publicly Available Program Performance and Candidate Achievement Data**

**1. Overview and Context**

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

**College of Education Ethos**

In the spirit of partnership, we strive to create a community where collegiality and collaboration thrive. We believe in

being supportive and respectful, engaging in meaningful conversations that uplift and empower. We value the acquisition and sharing of knowledge through equitable educational practices that cultivate advocacy, justice, and joy.

### **Initial Programs Offered**

Initial certification is offered at both the undergraduate and graduate levels. At the undergraduate level, candidates pursue degrees in Early Childhood Education, Elementary Education, Elementary/Special Education Dual certification, Secondary Education (English/Language Arts, Mathematics, Science, and Social Studies/History), World Languages PK-12, Music Education PK-12, and Physical/Health Education PK-12. Initial certification is also offered at the graduate level in the above areas, for those who already have a baccalaureate degree in relevant fields. These represent our MA/TCP (Master's with Teacher Certification) programs, with the exception of the Early Childhood program, which leads to certification and not a master's degree. The Music MA/TCP leads to a Master's of Music rather than a Master of Education degree. These candidates complete the same licensure requirements as the undergraduates, and have the option to complete the MA during and/or after the licensure requirements.

Certification for School Library Media Specialist (initial license) is offered at the graduate level. Commencing in the fall of 2024 the COEDU opened an ABM program in Special Education.

### **Rhode Island Department of Education State Program Approval**

All programs are fully approved by the Rhode Island Department of Education (RIDE). The last full continuing approval visit (PREP-RI) from RIDE was in Spring 2017. Approval was granted through 2023, and extended through 2025, due to the COVID pandemic. The next scheduled PREP-RI program approval visit from RIDE is scheduled for Spring 2025 for all initial and advanced teacher licensure programs.

### **AAQEP National Recognition**

All programs were nationally recognized by their Specialized Professional Associations (SPAs) and nationally accredited by NCATE in 2015, lasting through 2022. The College faculty voted to transition to AAQEP in 2019. All programs earned the full seven year national recognition from AAQEP in 2022, lasting through 2029.

## Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://web.uri.edu/education/about/accreditation/>

## 2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024**

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 05/24)	Number of Completers in most recently completed academic year (12 months ending 05/24)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Bachelor of Science in Early Childhood Education	Early Childhood Education Teacher (PK-2)	110	13
Early Childhood Teacher Certification Program (TCP) (Initial license for candidates with a Bachelors)	Early Childhood Education Teacher (PK-2)	6	1
Bachelor of Arts or Bachelor of Science in Elementary Education (2 in BS program)	Elementary Education Teacher (1-6)	362	81
Bachelor of Arts in Elementary Education with Special Education (dual residency)	Elementary Education Teacher & Special Education (1-6)	24	16

Master's in Education with Teacher Certification Program (MA/TCP) (Initial license for candidates with a Bachelors)	Elementary Education Teacher (1-6)	7	5
Bachelor of Arts in Secondary Education	Secondary Education Teacher Grades 7-12 – Chemistry – Biology – General Science – English – Social Studies – Mathematic – Undeclared Content Area (TBD)	2 19 4 37 43 18 76	0 7 0 7 11 3 0
Master's in Education with Teacher Certification Program (MA/TCP) (Initial license for candidates with a Bachelor's)	Secondary Education Teacher Grades 7-12 – Biology – General Science – English – Social Studies – Mathematics – Undeclared Content Area	1 2 4 9 2 6	0 0 2 3 0 0
Bachelor of Arts in World Languages Education	All Grades World Languages Teacher PK-12 – French – German – Italian – Latin – Spanish – Russian – Mandarin/Chinese – Undeclared Language	2 0 2 0 6 0 1 2	2 0 2 0 1 0 0 0

Master's in Education with Teacher Certification Program (MA/TCP) (Initial license for candidates with a Bachelor's)	All Grades World Languages Teacher PK-12 – French – German – Italian – Latin – Spanish – Russian – Mandarin/Chinese	0 0 0 1 0 0 0	0 0 0 0 0 0 0
BS in Health and Physical Education PK-12	All Grades Health Education Teacher PK-12 All Grades Physical Education Teacher PK-12	73 73	15 15
Master's in Education with Teacher Certification Program (MA/TCP) (Initial license for candidates with a Bachelor's)	All Grades Health Education Teacher PK-12 All Grades Physical Education Teacher PK-12	10 10	4 4
Bachelor of Arts in Music Education (BOM)	All Grades Music Teacher PK-12	14	7
Master of Music (MOM) Education Specialization (Initial license for candidates with a Bachelor's)	All Grades Music Teacher PK-12	1	1
Master of Library and Information Studies (School Library Media) (initial licensure)	School Library Media Specialist PK-12	24	10
MA in Elementary/Middle level Special Education (initial licensure) (Project Sustain)	Elementary/Middle Level Special Education Teacher	3	0

MA in Secondary/ Middle level Special Education (initial licensure) (Project Sustain)	Secondary/Middle Level Special Education Teacher	12	0
Total for programs that lead to initial credentials		966	210
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
*See Advanced Annual Report	N/A	N/A	N/A
Total for programs that lead to additional/advanced credentials		N/A	N/A
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
COEDU does not offer programs for other school professionals	N/A	N/A	N/A
Total for additional programs		N/A	N/A
TOTAL enrollment and productivity for all programs		966	210
Unduplicated total of all program candidates and completers		859	175

### **Added or Discontinued Programs**

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

The College of Education added an initial certification program in Early Childhood. The Early Childhood Care Education (ECCE) program is a fully-online accelerated program that is ideal for those working in childcare, or elementary education teachers looking to advance their career. This accelerated program is designed to help working professionals complete their bachelor's (with Pre K-2 teaching certificate eligibility) , increase their earnings and secure employment. It was created with over \$185K in support from the Rhode Island Office of the Postsecondary Commissioner (RIOPC) as a part of the Governor's Emergency Education Relief Fund (GEER Fund).

Commencing in the fall of 2024 the COEDU started an Advanced Bachelor's to Masters (ABM) program in Special Education at the initial level. This initial licensure program, leading to a graduate degree, accepted 25 candidates (15 in

summer of 2024 and 11 in the fall of 2024) into the new MA in Special Education through a grant to diversify the special education teacher pipeline (Project SUSTAIN) and they are currently matriculating in the program as of fall 2024.

### 3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

A. <b>Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.						
Initial Programs Unduplicated Total Enrollment: : 859						
B. <b>Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.						
Initial Programs Total Number of Unique Completers: 175						
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.						
Initial Programs Total Number of Initial License Recommendations: 210						
D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program's expected timeframe <b>and</b> in 1.5 times the expected timeframe.						
Expected Timeframe 100% expected timeframe						
Group	Academic Plan	Plan Description	Cohort Year	Cohort Size	Completed within 100%	Completion Rate 100%
initial teaching credentials	EDUCAT_TCP	Education MA-TCP	2022	10	5	50.00%

initial teaching credentials	EP_ELED_BA	Elementary Education - BA	2020	64	29	45.30%
initial teaching credentials	EP_HPE_BS	Health and Physical Education	2020	1	1	100.00%
initial teaching credentials	EP_SEDC_BA	Secondary Education - BA	2020	24	6	25.00%
Expected Timeframe 150% expected timeframe						
Group	Academic Plan	Plan Description	Cohort Year	Cohort Size	Completed within 150%	Completion Rate 150%
initial teaching credentials	EDUCAT_TCP	Education MA-TCP	2021	15	7	46.70%
initial teaching credentials	EP_ELED_BA	Elementary Education - BA	2018	75	34	45.30%
initial teaching credentials*	EP_HPE_BS	Health and Physical Education	N/A	N/A	N/A	N/A
initial teaching credentials	EP_SEDC_BA	Secondary Education - BA	2018	32	12	37.50%
*our first student appears in Fall 2020 so in a couple years we can calculate the 6 year timeframe						



E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

PRAXIS II Test results taken in Rhode Island & other state required certification exams\*\*

Initial Program	Number Passed/ Number Attempted	Pass Rate
Early Childhood Education	11/16	69%
Elementary Education	35/72	49%
Secondary Biology/General Science	3/8	38%
Secondary English	9/12	75%
Secondary Social Studies	10/13	77%
Secondary Mathematics	3/3	100%
World Languages	2/2	100%
Health and Physical Education	13/19	68%
Music Education	6/7	86%
School Library Media	14/14	100%

\*\*Test pass rates includes out of state tests taken by candidates other than the PRAXIS II

In an effort to reduce the systemic barriers created by state licensure testing, COEDU faculty voted in April 2022 to no longer require the passing of the PRAXIS II content test for movement to student teaching and/or program completion. The new policy requires candidates to take a licensure test required for their certification area in the state in which they are seeking licensure no later than fall of their senior year. Faculty advisors provide test taking and content guidance for

students who have not passed, typically referring students to the Curriculum Materials Library, which houses test-preparation support materials, particularly those aligned with the Praxis II tests.

During the 2023-2024 completer cohort year, 98% of candidates (n=166) took a licensure test; the majority (n=151) took the Praxis II exam affiliated with their content area and others (n=15) took a certification test from another state. 64% (n=106) of students who took a state certification test passed the exam. Pass rates, above, vary by program. In particular, it should be noted that 79% of Elementary Education completers took and passed at least one of the 4 subtests required for elementary certification, though only the reported 35 (49%) took and passed all 4 required tests.

We monitor candidate adherence to our testing policy. Program faculty have access to real-time updates of their students' test results, and are formally notified of the students who are non-compliant by October 1st of each year. Faculty are expected to support teacher candidates, guiding them to register and take the test, and offering those who attempted but did not pass a licensure test access to free online tutoring provided by the College through 240 Tutoring, an online test support company. An additional compliance check will be run prior to candidates' return to campus in January. Candidates who have not taken a licensure test will meet with the Associate Dean to establish a plan for taking a licensure test prior to program completion. These conversations will be used to inform support given to future teacher candidates in need of additional support with licensure testing.

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

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

The College of Education surveys the program completers at two points: immediately following the end of the program and two years after graduation. The response rates vary, but are very high for the end of program survey (>95%), as the assessment system embeds this survey into the seminar as a "Meets/Does Not Meet" course requirement. This survey also asks candidates for a permanent email, so the outcomes assessment office can reach out again in two years with a completer 2 year out follow-up survey. That survey generally has a response rate between 20-30%.

**2024 Program Exit Survey Completer Analysis**

Results connect directly to the AAQEP aspects 2A through 3A/B were as follows (N=147):

Areas of strength were evident in Aspects 2C (Mean: 4.12), Aspect 2E (Mean: 4.28), and Aspect 2F (Mean 4.20) out of a 5 point scale. Areas considered for strengthening include Aspects 2A (Mean: 4.00) and Aspect 2D (Mean: 4.03). This was anticipated, given the content of questions 1 and 2 deal with engagement of community and opportunities to engage in reflective practice regarding diverse or developmentally atypical diverse learners. These areas are often influenced by district, school and leadership policies, as well as the relationship between the student teacher and the clinical educator. They are also areas that normally require some experience in the field as a practicing teacher of record to fully master.

For questions relating to Aspect 3A/B a likert 1-5 scale was used as follows: 1 = Never, 2 = Not Often, 3 = Regularly, 4 = Very Often and 5 = Systematically and Throughout the Curriculum. The mean for questions 12 and 13 relating to AAQEP aspects 3A/B was 4.12/5.

It should be recognized that the 2024 means were higher than the 2023 means across all questions. Last year our areas of strength were evident in Aspects 2C (Mean: 4.05/5), Aspect 2E (Mean: 4.20/5), and Aspect 2F (Mean 4.11/5). Areas for strengthening included Aspects 2A (Mean: 3.33/5) and Aspect 2D (Mean: 3.88/5).

For the most recent completer cohort (Spring 2024; n=147) a few other notable strengths emerged:

- 71.43% of candidates felt the K-12 students and placements they worked in were very diverse. This was an increase of over 10% from the 2023 survey results where 60% of candidates felt the students and placements they worked in were very diverse.
- Over 97% felt well prepared to adapt their professional practice in the future as needed, an increase of about 5% from the 2023 percentage of 92%.
- Over 92% felt that their understanding of their professional standards improved as a result of the program. This was similar to the 2023 results.
- Over 85% of all 2024 completers felt either well prepared or exceptionally prepared to implement the Rhode Island Professional Teacher Standards in the classroom.
- 90% of all 2024 completers felt their library, curricular and electronic resources in their programs were adequate or outstanding.
- 93.2% felt their clinical mentor educator teacher(s) or site mentor(s) were effective or highly effective. This was a slight decrease from over 96% in 2023.

The College of Education gained some substantial ground on areas for consideration from 2023 and recent College actions included the following helped us achieve these notable gains:

- In 2023, 59% felt adequately or well prepared for the content area exams. In 2024, 70% felt adequately or well prepared for the content area exams, an increase year over year of 11%. The College has added many test preparation resources to the Curriculum Materials Library (CML). These include print materials and subscriptions to electronic study guides and practice tests. The CML also created an online guide to taking the Praxis, which includes links to available test preparation resources, information on a free test preparation course and testing vouchers offered by the Rhode Island Department of Education (RIDE), advice to overcome testing anxiety and information on test registration. In addition to this general guide, the CML also created individual resource lists for each specific Praxis test taken by our teacher candidates. The CML created a shared Google drive for secondary candidates, which compiled resources for their specific test in one location, and held sessions with these teacher candidates to orient them to the Gdrive and available materials. The CML also offered a certification exam peer-tutoring session in the fall of 2024, and will continue this practice in the spring semester. Finally, the Associate Dean for Teacher Education has made a concerted effort to consistently promote these materials, sharing them with students, faculty, and part-time faculty members at the beginning of every semester and on an as-needed basis.
- The College has made a concerted effort to strengthen advising throughout the program. In 2023, 82% felt the advising was either effective or highly effective; 18% felt it was ineffective or moderately effective. The COEDU has since hired an additional full time student advisor for the College. Unfortunately in 2024, this number dropped to 80% of completers who felt the advising was either effective or highly effective. We believe this is in direct correlation to the process of moving toward residency and associated programmatic changes. We anticipate that the 2025 completers will respond similarly based on their involvement in the residency pilot, where flexibility is sometimes interpreted by students as uncertainty. We anticipate that satisfaction with advising will return to typical levels for 2026 completers.
- Other notable decreases from 2023 to 2024 include areas for consideration such as the perceived lack of resources, as candidates measured curricular resources (85% in 2023 compared to 73% in 2024), a 12% drop; facilities (buildings, room space, furniture etc) (76% in 2023 compared to 73% in 2024), a 3% drop year over year; and the number of faculty to develop the program (85%) as either adequate or outstanding, which was no change from 2023. The COEDU currently does not have a dedicated building for the College nor do we have areas for candidates to collaborate. The Dean continues to advocate for these kinds of spaces within the larger university context. Many resources are housed in the Curriculum Materials Library (CML), in the Robert Carothers Library; students often do not perceive these resources as related to the College of Education, in

particular. In addition, this year, the Rhode Island Department of Education (RIDE) has provided higher education institutions across RI with digital access to limited curriculum materials and the CML has cataloged these resources and provided faculty and students with access.

### **Completer 2 year follow-up survey (2022 Completers surveyed in 2024) N = 16**

When looking at our 2 year out follow-up survey, of the responses received from the 2022 graduates, surveyed in the summer of 2024, some key findings indicated the following:

- Approximately 69% of respondents were in the field of teaching and hired full time.
- Of those teaching in the field of education, 90% were employed in Rhode Island and 10% were employed outside of RI.
- Candidates felt well prepared or exceptionally prepared (86% to 93%) to implement the Rhode Island Professional Teacher standards in their own classroom, depending on the particular standard.

Relating directly to the questions pertaining AAQEP aspects 2A through 3AB:

- Candidates felt prepared and confident in:
  - areas of knowledge of subject matter (3.41/5),
  - Organize resources, materials and physical space to support active engagement of students (3.41/5)
  - creating productive learning environments, organization and selection of instructional materials, establishing their own professional growth and collaborating with colleagues (3.44/5).
  - Collaborate with colleagues to support professional learning (3.45/5)
- Areas to consider strengthening are
  - Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities (2.94/5)
  - understanding how to analyze and interpret assessment data (2.83/5),
  - and supporting students' growth in global and international perspectives 2.75/5).

Unsurprisingly, much of the qualitative feedback provided by programs completers after 2 years includes a focus on classroom management. It is a common refrain across teacher education, and although programs do typically integrate

classroom management throughout their coursework, candidates historically feel underprepared in this area when working as the teacher of record in their own classrooms. Examples of specific comments are included below:

- As my education instruction was great at URI, the main issue that I saw was that they taught us to prepare for the “perfect” classroom. We were not prepared for the environments that teachers experience today. The dept needs to do better teaching classroom management, especially as a first year teacher. This includes beginning of the year standards and “rules” with students, and dealing with students who have behavioral issues. This is coming from personal experience.
- “Create a course on classroom management! It’s incredibly crucial to a successful classroom and school year. I suggest a Wong book study be required. “
- “I was at an advantage in the \_\_\_\_\_ program because I had been a classroom teacher prior to entering the program. I think the program would be improved with more practical classroom management and family engagement instruction.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

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. Employers’ satisfaction with URI’s teachers’ preparation was assessed. The electronic survey contained likert-scale questions with scaled responses specific to each question. Two additional, open-ended questions were also included.

In 2020-2021, survey questions were reformatted to align with the six aspects of AAQEP’s Standard 2 Completer Professional Competence and Growth and the surveys were re-sent to the 2018-2020 completers working in the field. The employer survey consists of 12 questions with scaled responses as follows: 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.

The questions are as follows:

1. How often has the teacher demonstrated an ability to impact student learning in a positive way?
2. How effectively has the teacher used technology to impact student learning in the classroom?
3. How well prepared is the teacher to create productive learning environments?
4. How well prepared is the teacher to knowledgeably engage with families/guardians/caretakers of diverse learners?

5. How would you rate the teacher's level of content knowledge in his/her discipline?
6. How would you rate the teacher's knowledge and implementation of current teaching methods and best practices?
7. How would you rate the teacher's ability to understand and assess student learning outcomes?
8. How often does the teacher engage in culturally responsive teaching practice?
9. How often does the teacher establish goals for their own professional learning?
10. To what degree does the teacher support students' growth in global and international perspectives?
11. How often does the teacher demonstrate appropriate dispositions for a highly effective educator?
12. How effectively does the teacher collaborate with colleagues to support professional learning?
13. Open ended: Are there any additional comments for this teacher?
14. Open ended: Is there anything you would recommend for our faculty to consider when designing program instruction and delivery?

The Outcomes Assessment Office distributes employer surveys every three years to school principals of recent hires from our teacher education programs, as designated by RIDE on their Ed-Prep portal. The COEDU had 24 responses from the initial programs for the time period of 2018-2020. The strongest areas overall were questions 1, 2, 3 and 5, with the strongest being in the area of how well prepared teachers are to create productive learning environments. Aggregate means of 4.42/5, 4.38/5, 4.46/5 and 4.29/5 were reported, respectively. Teachers were strong in areas of creating effective learning environments and their level of content knowledge in the field.

Areas for consideration are identified in questions 7, 8 and 10, with aggregate means of 3.96/5, 3.96/5 and 3.29/5. This is not a surprise to the program faculty, as these areas involve tasks often difficult to master for a beginning teacher in their first few years of teaching: engagement with families of diverse learners, ability to understand and assess student learning outcomes, and engaging in culturally responsive teaching practices.

During the fall of 2023, the College distributed its next round of employer surveys to school principals for 81 recently employed alumni in Rhode Island schools from completor cohorts AY 2021 through AY2023.

Employer surveys from this most recent cohort came in with similar results to the 2018-2020 distribution, although response rates are still low (N= 9). Strengths continue to be evident on questions 1, 3 and 5, with aggregate means of 4.33/5, 4.33/5, and 4.22/5, respectively. Questions 7 and 10 continue to be areas to consider strengthening in the curriculum with an aggregate mean of 3.67/5 and 3.44/5. Question 8 slightly improved from 3.96/5 (2020) to a 4.0/5 (2023) with this most recent distribution, although the sample size is still small.



Qualitative comments on strengths from the 2023 include:

- “I have observed this teacher's classroom and have been impressed with her ability to co-teach with the classroom teacher. She connects with each student and has a wonderful approach with elementary students.”
- “Ms. \_\_\_\_\_ is a very skilled EL teacher, I am looking forward to tapping into more of her knowledge as we build our culture of diverse learners.”

The next distribution of the employer survey is scheduled for 2026. Prior to the next distribution, the Rhode Island Department of Education plans to directly email employers of Rhode Island teachers who completed teacher preparation programs across state institutions. RIDE hopes to garner higher response rates as a result of their authority in the state, and plans to share survey results with the respective institutions of higher education.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The program investigates employment rates for program completers primarily using the Rhode Island Department of Education (RIDE) Educator Preparation (ED-Prep) Index data, which tracks data such as total completers, total completers certified in RI, and those employed in Rhode Island public schools. It does not track those hired in private schools, those who seek employment outside of RI, or those who leave the field of teaching altogether.

ED-Prep also tracks data on gender and race of completers, if available, and in what areas our program completers are certified. Hiring and retention data is available for those hired in 2021 through 2023 and the certification areas and local districts in which our program completers are employed. Hiring data is not yet available for 2024.

The final data point ED-Prep provides is data on the teacher effectiveness of our program completers from when they are first evaluated as a practicing teacher by their district. This data, however, is not disaggregated by program or personally identifiable. Data for the most recent completer cohorts (2024) is not yet available in the ED-Prep RI database.

Using the current Rhode Island Department of Education (RIDE) Educator Preparation Index data available for 2020-2021, 134 of 156 (86%) program completers attained certification in Rhode Island, and of those, 52 (40%) were employed in Rhode Island schools by academic year 2022-2023.



For the 2021-2022 completers, 137 of 168 (82%) attained certification in Rhode Island, and of those, 63 (46%) were employed in Rhode Island Schools by academic year 2023-2024.

For the 2022-2023 completers, 116 of 174 completers (67%) attained certification in Rhode Island, and data is not yet available for those who may have been hired for academic year 2024-2025.

Regarding program effectiveness, data is available 2022-2023. Of the 130 teacher educators evaluated from the University of Rhode Island, 115 (89%) attained a rating of either “Effective” or “Highly Effective” on the teacher educator evaluation, with over 22% of these candidates reaching the level of highly effective. 15 completers attained a rating of developing, while 0 received a rating of ineffective.

Out of the 4,666 Rhode Island teachers evaluated, 4,461 (96%) attained a rating of either “Effective” or “Highly Effective” for the same time period. It is important to note that URI teacher graduates in their first three years are achieving scores at nearly the same percentages as all practicing Rhode Island teachers, regardless of years of teaching experience.

It is encouraging to see high numbers of URI teacher graduates receive certification from the state of Rhode Island. The last three available completer cohorts earned Rhode Island teacher certification at rates of 86% (2021), 82% (2022), and 67% (2023). While we certainly aim to prepare teachers who are certified to teach in Rhode Island, it is important to note that approximately half of students enrolling at URI are in-state and half are out-of-state, meaning the percentage of our students earning certification in RI remains higher than the percentage of in-state students. We hypothesize that increased clarity and communication regarding the changes in our testing policy may be having an impact on the percentage of students pursuing RI certification. This is an area we need to continue to monitor as we move forward.

#### 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Content Measures: PRAXIS II Exam	All candidates are expected to take a licensure test (Praxis II or the equivalent in the state in which they intend to teach) prior to program completion. Candidates are not required to pass the licensure test prior to program completion.	98% of our 2024 completers took the PRAXIS II exam, or their state equivalent exam. Of those test takers, 65% passed the examination.
Content Measures: Content GPA	Candidates must maintain a 2.5 GPA in both their content area (if applicable) and their EDC major prior to moving into student teaching and program completion.	100% of candidates meet this expectation prior to student teaching.
Pedagogical Measures: <ul style="list-style-type: none"><li>• Clinical Education Final Student Teaching Evaluation</li><li>• University Supervisor Final Student Teaching Evaluation</li></ul>	Candidates must earn "Meets the Standard" or better on all rubric elements in the University Supervisor and the Clinical Educator final student teaching evaluations.	98.9% of candidates meet this expectation at the conclusion of student teaching.

Pedagogical and Content Measures: Lesson Planning Tasks	Candidates must earn “Meets the Standard” or better on all rubric elements for Planning Task(s) or Case Study Tasks.	100% of candidates meet this expectation either prior to student teaching or at the completion of student teaching if the program has included the assessment as a part of the student teaching seminar.
Pedagogical and Content Measures: Tiered Impact on Student Learning Assessments	Candidates must earn “Meets the Standard” or better on all rubric elements for the final Impact on Student Learning Assessment.	100% of candidates meet this expectation at the conclusion of student teaching.

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

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Program Exit Survey	100% response rate given it is embedded as a course assignment for the seminar connected to student teaching	The COEDU will continue to embed this in final coursework to maintain response rates, so that our analytic focus can remain on the content-based results.
Two Year Out Follow-Up Survey	Acceptable rates for surveys of this nature range widely, with 30% being at the high end of acceptable. In light of our current response rates, we aspire to attain a 30% response rate on this survey	We are investigating multiple mechanisms for interacting with our alumni in conjunction with the URI Foundation. We hope that this additional work will result in higher response rates as completers feel a stronger connection to the COEDU, but expect incremental growth over time.

Employer Survey	Acceptable rates for surveys of this nature range widely, with 30% being at the high end of acceptable. In light of our current response rates, we aspire to attain a 30% response rate on this survey.	As we build partnerships with key school districts across the state, we hope that principals will feel more connected to our COEDU, resulting in higher response rates, but expect incremental growth toward our 30% goal over time. These goals will remain in place until the Rhode Island Department of Education takes over the employer survey process, described above. This may be as early as 2025.
Ed-Prep Index Educator Evaluator Performance Expectations	We expect that at least 90% of our employed graduates will attain a ranking of “Effective” or “Highly Effective” on the educator evaluation assessment within the first three years of teaching.	We are pleased with how well our novice graduates in their first three years perform in comparison to all RI teachers; we expect to maintain that level of performance.

## 5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

The URI Feinstein College of Education (COEDU) has undergone several significant and exciting innovative changes in 2023-2024. Structural changes include the creation of a new College, the creation of a new office focusing on clinical practice, new College leadership in the Dean’s Office, and the restructuring of initial teacher preparation programs, which are explained further below. These innovative changes have allowed faculty and College leadership to prioritize the implementation of several program revisions that make teacher education more accessible, aligned with researched-based practices, address critical needs in our communities and align closely with district partner needs.

## Significant Programmatic Innovations

Faculty and staff in the URI teacher preparation programs have been collaborating both internally and externally to design and implement several significant programmatic innovations to deepen the experience of teacher candidates, as well as more closely align with district partners:

- Teacher preparation programs that lead to initial licensure have adopted the ProCADS disposition tool to ensure that teacher candidates understand the professional competencies, dispositions, and attitudes required of teachers in Rhode Island. By using this valid and reliable tool, programs will ensure that teacher candidates receive coaching and mentoring to help them understand what it means to be a professional teacher.
- There are several faculty and staff working towards addressing critical teacher pipeline issues in Rhode Island through grants, engagement with partners, service on statewide leadership teams, etc.
- The director of the Office of Clinical Practice and Partnerships (OCP) has collaborated with K-12 and EPP partners across the state to create foundational partnership tools: Tier 1 agreement (statewide document to outline basic expectations of clinical practice in RI), Tier 2 agreement (co-created, mutually beneficial partnership development tool) and three Clinical Educator training modules.
- District partners have been engaged with the College by collaborating with faculty to determine the nature and attributes of a partnership in their respective settings.
- The College of Education received a \$34,862 grant from the US Department of State, the first institution in RI to receive the IDEAS (Increase and Diversify Education Abroad for US Students) award. The grant will allow URI students to study in Colombia and Sierra Leone, where they will be engaged in languages and cultures of countries represented in Rhode Island's K-12 schools. Candidates will also have the opportunity to earn a minor in global education.
- The College of Education received a \$1.1 million grant from the US Department of Education's Office of Special Education and Programs. Project SUSTAIN: Supporting Special Education Teachers toward Access & Inclusion Network will enable 30 professionals to earn a URI master's degree and certification in special education and a graduate certificate in dyslexia knowledge and practice. The grant leverages relationships with district leaders in Providence, Woonsocket and Central Falls public schools, and the Rhode Island Institute for Labor Studies and Research. It will focus on recruiting, retaining, and sustaining special educators from historically minoritized backgrounds in their current or future plans to support high need student populations.
- The College of Education received a \$300,000 grant from the Rhode Island Foundation in support of its Urban Residency Initiative Pathways to Education program. The Pathways program supports urban high school

students seeking admission to educator preparation programs, and will work to establish a teacher-preparation program at Highlander Charter School.

### **Creation of the Inaugural URI Feinstein College of Education**

The College of Education has undergone both significant structural and leadership changes since the previous AAQEP visit. Some of these changes are described as follows:

- The current Feinstein College of Education was formerly known as the Feinstein College of Education and Professional Studies, which housed both a School of Education and a School of Professional Studies. It has since closed the School of Professional Studies and all related programs and is graduating the final cohorts of students over the next couple years. These programs/majors were interdisciplinary in nature and not tied to teacher licensure. The School of Education subsequently became the Feinstein College of Education.
- The previous College had two physical campuses located in Kingston, RI and in Providence, RI. With the closing of the School of Professional Studies, the College has moved exclusively to the Kingston campus.
- Prior to the College consolidation, the Schools were administered by directors. The College of Education no longer has a director, but a new Associate Dean for Teacher Education to complete administrative and other duties in the College within the specific areas of teacher education.
- The College hired a second full-time advisor who started in January 2023, bringing the total to two advisors who exclusively support undergraduate students admitted to the College.
- One of the staff members working under the Assistant Dean for Student Academic Services was assigned to serve as the Graduate Coordinator for admissions for the College and assists with the MA/TCP population of initial licensure candidates.
- The new administration also moved away from the structure of teams, (i.e. Early Childhood team, Elementary and Secondary teams) and has focused on work within programs, bringing them together for collaborative work in both the initial/advanced licensure committee and the Council for Teacher Education.
- 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. The Associate Deans have developed a diversity audit tool to aid in establishing a baseline for what we anticipate will be ongoing work, and will be soliciting licensure programs willing to pilot it in late spring 2025.

### **The Office of Clinical Practice and Partnerships (formally known as the Office of Teacher Education)**

- The Office of Clinical Practice and Partnerships (OCP) is tasked with ensuring that teacher preparation programs provide deep and embedded clinical experiences for all teacher candidates.
- OCP strives to create, foster, and continually innovate with district and school partners to develop strong, meaningful and mutually beneficial relationships. Clinical practice is the cornerstone of teacher preparation programs at URI. Providing deep and embedded clinical experiences is a priority for the College.

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

- The College of Education uses a robust, long standing assessment platform (TaskStream by Watermark), which served us well with our previous accreditor and state program approval process. While this system has served the program needs well since 2012, the OOAA is currently reviewing other platforms with plans to transition all programs in Fall 2025 to a new system. OOAA successfully piloted Student Learning and Licensure (SLL) with two programs during the summer of 2023, however more software development was needed before a full launch, and the launch was postponed for an additional year, while the programs remained on TaskStream. Two platforms, Student Learning and Licensure and Digication are under review to be possible replacements for TaskStream. Both products are scheduled to be demonstrated to the faculty in January of 2025, with a faculty vote on which to pursue in February or March of 2025.
- The AAQEP self-study process shifted the OOAA's focus from a traditional compliance-based approach to a formative, iterative, and reflective process of continuous improvement. The faculty, staff and administrators embraced this new approach, which has led to more conversations about innovation and changes to assessment--what data we collect, who decides what data is collected, when to analyze data, and how we will use data--both quantitative and qualitative--to inform educator preparation program improvement.
- Our curriculum maps and syllabi were updated as part of this process and all syllabi have been annotated to align to RIPTS.
- The OOAA, along with the College leadership committee, have implemented a "Data Day" each academic year. Every August, prior to the start of the semester, data from the previous academic year will be shared with each program and a written summary of program strengths and areas for improvement will be provided to the Associate Dean for Teacher Education and the Outcomes Assessment coordinator.