



The Standard of Excellence
in Teacher Preparation

INSTITUTIONAL REPORT

Continuing Visit

Continuous Improvement Pathway

UNIVERSITY OF RHODE ISLAND

**10 Chafee Road
Kingston, RI 02881
March 29-31, 2015**

Type of Visit:

Continuing visit - Initial Teacher Preparation

Continuing visit - Advanced Preparation

Institutional Report for a Continuing Visit (Continuous Improvement Pathway)

Updated May 2013

OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

I. Overview and Conceptual Framework

I.1 Summarize the institution's mission, historical context, and unique characteristics (e.g., land grant, HBCU or religious).

University Mission Statement:

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

University Historical Context:

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

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

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

University Characteristics:

The main campus is located in the historic village of Kingston in southern Rhode Island. In order to

better achieve its mission as a land grant, sea grant, and urban grant institution, campuses have also been established in the rural environmental haven of western Rhode Island (W. Alton Jones Campus), on the shores of Narragansett Bay (Narragansett Bay Campus), and in the urban center of Providence (Alan Shawn Feinstein College of Continuing Education). Teaching, scholarship and service at all of URI's campuses highlight its traditions of natural resource, marine, and urban related research. Most URI students come from Rhode Island (63%) -- Followed by Massachusetts (12%), Connecticut (7%), New Jersey (6%), and New York (6%). On average, URI full time degree-seeking undergraduates are 21 years old -- 11 percent are 25 or older. The most popular undergraduate major is Nursing - followed by Psychology, Communication Studies, Kinesiology and Human Development & Family Studies. 52 percent of 2011 degree-seeking undergraduates are Rhode Islanders. About 13% of URI female undergraduate student join sororities and 12% male undergraduate students join fraternities. URI students hail from 53 U.S. territories and the District of Columbia. 91 percent of URI freshmen live in the residence halls. The University serves approximately 13,400 undergraduate and 3,000 graduate students, and has a tenure-track faculty of approximately 600 as of Fall 2013.

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

4000 character limit

I.2 Summarize the professional education unit at your institution, its mission, and its relationship to other units at the institution that are involved in the preparation of professional educators.

Professional Education Unit Mission Statement:

The mission of the University of Rhode Island's School of Education is to prepare future professionals to be exemplary practitioners and scholars. To achieve this mission, faculty seek to generate, use, and disseminate knowledge about teaching, learning, and human development and strive to establish and maintain partnerships for the purpose of addressing and resolving critical educational problems that impede and impact the learning of children and youth.

Professional Education Unit and It's Relationship to Other Units:

The School of Education (SOE) Unit's central administration is located within the College of Human Sciences and Services (HSS). The SOE was proposed to the Rhode Island Board of Governors for Higher Education on July 1st, 1997, based on recommendations of the URI Faculty Senate, to create an integrative unit with the responsibility for the preparation of PK-12 educators within the University. The School was inaugurated in 1999. The Unit includes the former Department of Education and Office of Teacher Education as well as all the faculty and programs designed to prepare PK-12 professionals, regardless of where they are based on campus (i.e. School Psychology, School Library/Media Specialist, and Music Education Programs are housed outside the College of Human Sciences and Services, while Physical Education, Early Childhood Education, and Speech/Language Pathology exist in separate departments within the College of HSS).

The definition of the Unit reads "Within the overall structure of the University the School of Education operates as a professional community and is clearly identified as the academic unit with the responsibility, authority, and personnel to develop, administer, evaluate and revise all professional education programs. The professional education faculty are actively involved in the organization and coordination of the unit."

2000 character limit

I.3 Summarize programs offered at initial and advanced preparation levels (including off-campus, distance learning, and alternate route programs), status of state approval, national recognition, and if applicable, findings of other national accreditation associations related to the preparation of education professionals.

Programs Offered:

Initial certification is offered at both the undergraduate and graduate levels. At the undergraduate level, students pursue degrees in early childhood education, elementary education, secondary education (English/Language Arts, Mathematics, Science, Social Studies/History, and Foreign Language), music education, and physical/health education. 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.

Certification for school library media specialist, school psychology, special education (elementary & secondary) and speech/language pathology is offered at the graduate level. Advanced programs include the Master of Arts in education (adult, reading, special education, elementary, and secondary education), the Master of Music in music education, the Master of Science in school psychology, the Ph.D. in school psychology, and the Ph.D. in education. The Ph.D. in education is offered as a joint program with Rhode Island College and is designed to prepare leaders for research-based improvement of public education. The unit also offers an extended certification for middle level education and an ESL extended certification.

RI State Approval:

All programs are fully approved by the Rhode Island Department of Education (RIDE) . The last full continuing approval visit from the state was in the spring 2012.

National Recognition:

All programs have been national recognized by their Specialized Program Associations (SPA) within the last 3 years leading to this BOE visit. The School Psychology program is APA and NASP approved and the Speech Language program is ASHA approved. The music education program is also fully approved by NASM. Elementary Education is currently approved, but is submitting a report in the Fall 2014 to ACEI as response to a "further development required" decision.

2000 character limit

I.4 Summarize the basic tenets of the conceptual framework, institutional standards, and candidate proficiencies related to expected knowledge, skills, and professional dispositions.

Philosophy, Purposes, and Professional Commitments and Dispositions:

Our approach is shaped by our fundamental commitment to diversity and social justice. We seek to ensure that, through teaching, research, policy analysis and service, all children, individuals and families are fully prepared and empowered to participate in a diverse democratic society. Accordingly, programs within the School of Education (SOE) prepare candidates to become exemplary practitioners and scholars. We prepare them to access, generate, use and disseminate knowledge about teaching, learning and human development through programs structured as elements of a life-long process of candidate's intellectual growth and professional development. We prepare them to work collaboratively with others to solve critical education and human problems in our increasingly global and diverse community. Our

goals are to prepare beginning professionals who have the potential to become master teachers, to foster the development of teachers to develop mastery of the profession, and to work in partnership with districts to support and continuously improve the educational and community contexts in which all students learn and grow.

These collaborative efforts led to a common set of standards for initial teacher preparation, the Rhode Island Professional Teaching Standards (RIPTS) to guide teacher preparation institutions across the state, the Rhode Island Department of Education, and other key stakeholders (e.g., teacher unions; districts). This collaboration has been critical for the SOE's efforts to continuously improve its preparation of candidates as well as to our school and district partners. By having all higher education institutions, schools, and districts work toward and hold common expectations of pre-service and beginning teachers there will be ever increasing coherence among candidates experiences in campus-based and field experiences, and in their initial entry to professional practice once certified. Such collaboration in the ongoing formulation, adoption, and refinement of these standards and beliefs will help to ensure that candidates and certified teachers continue to experience what is being asked and experienced coherently and in ways that are grounded in the best of the knowledge base.

The Knowledge Bases of the Conceptual Framework:

Initial certification programs at the University of Rhode Island seek to prepare beginning professional teachers who have the potential to become master teachers and educators. Advanced programs enable educational professionals to actualize that potential. Master teachers function as decision makers and facilitators of learning as they work in the confluence of teacher, learner, subject matter, and environment (Smylie, Bay & Tozier, 1999). They are reflective of their own practice; continue to learn about the world around them, the skills and content they teach, about teaching and learning, and about their students and their community (Darling-Hammond, 1999; Fenstermacher, 1986; Schon, 1983; Shulman, 1987). Master teachers understand the historical and contemporary roles of schools in a democratic society (Ladson-Billing, 2005; McAninch & McAninch, 1996; Tozer, 1993). Knowledgeable about a range of philosophies of education, they can subsequently articulate their own and, from it, derive implications for their practice (Beyer, Feinburg, Pagano, & Whitson, 1989; Brown, Bransford, Ferrara, and Campione, 1983; Clabaugh & Rozcyki, 1990; Giarelli, 1991). Master teachers continue to seek professional challenge and contribute to leadership in education, in their schools, districts, communities, and through their professional organizations (Leinhardt, 1988; Livingston & Borko, 1989). They remain informed of contemporary research and writing by leaders in their fields and are active partners in shaping and implementing models of good practice.

The Professional and Pedagogical Knowledge Base for Beginning Teachers:

Preparation of beginning teachers is the foundation for the development of mastery. In 1986, the Holmes Group published a call for the re-visioning of teacher preparation, *Tomorrow's Teachers*. The group specifically called for the explication of a knowledge base of teacher education. In 1989, The American Association of Colleges of Teacher Education commissioned the publication of *A Knowledge Base for the Beginning Teacher* (Reynolds, 1989). The project authors identified an emerging professional knowledge base for beginning teachers that has served as the basis for the development of teacher preparation programs and national standards for teaching performance. Feiman-Nemser and Remillard (1996) tentatively identified emergent themes for necessary professional knowledge for teachers. These are:

- The history and structure of schooling in the United States
- The developmental and specific needs of pupils
- Characteristics of learners and learning
- Dimensions of curriculum and instruction

- Creating a learning environment
- The ethical dimensions of teaching

These domains of professional knowledge have been further elucidated and codified in a series of teaching standards documents, most notably the Interstate New Teacher Assessment and Support Consortium's (INTASC) Model Standards Beginning Teacher Licensure and Development (1992).

Content Knowledge:

Teachers must possess a deep, multidimensional content literacy that is built upon, but goes beyond conceptual and procedural knowledge in the content area (Bybee, 1997; Shulman, 1987). It includes understanding of the philosophical, social, and historical dimensions of the discipline, of connections within and between disciplines, and of complex connections between disciplinary knowledge, societies, and individuals (Lederman, 1993).

6000 character limit

I.5 Exhibits

I.5.a	Pages from catalogs and other printed documents describing general education, specialty/content studies, and professional studies
I.5.b	Examples of syllabi for professional education courses
I.5.c	Conceptual framework(s)
I.5.d	Findings of other national accreditation associations related to the preparation of education professionals (e.g., ASHA, NASM, APA, CACREP)
I.5.e	Updated institutional, program, and faculty information under institutional work space in AIMS

I.5.A 2013-2014 URI Catalog with EDC courses
I.5.B EDC 102 Introduction to Education Fall 2013
I.5.B EDC 250 Supervised Preprofessional Field Experiences Fall 2013
I.5.B EDC 279 PRAXIS Exam Preparation Fall 2013
I.5.B EDC 312 The Psychology of Learning Fall 2013
I.5.B EDC 350 Early Childhood Public School Practicum Fall 2013
I.5.B EDC 371 Secondary Educational Measurements Fall 2013
I.5.B EDC 400 Middle School Curriculum Fall 2013
I.5.B EDC 402 Teaching Students with Special Needs in Inclusive Classrooms Fal 2013
I.5.B EDC 415 Adolescents and Classroom Management Fall 2013
I.5.B EDC 426 Integrated Primary School Curriculum Fall 2013
I.5.B EDC 430 Methods and Materials in Secondary Education (Math Example) Fall 2013
I.5.B EDC 452 Evauation of Elementary and Middle School Students Fall 2013
I.5.B EDC 453/454 Individual Differences w/ Field Practicum Fall 2013
I.5.B EDC 455 Elementary Language Arts Methods Fall 2013
I.5.B EDC 448 Literacy Practices for Content Subjects Spring 2014
I.5.B EDC 456 Elementary Mathematics Methods Spring 2014
I.5.B EDC 457 Elementary Science Methods Spring 2014
I.5.B EDC 458 Elementary Social Studies Methods Spring 2014

I.5.B EDC 484/485 Early Childhood Student Teaching Practicum and Seminar Spring 2014
I.5.B EDC 484/485 Elementary Student Teaching Practicum and Seminar Spring 2014
I.5.B EDC 484/485 Secondary Student Teaching Practicum and Seminar (Science Example) Spring 2014
I.5.C Unit's Conceptual Framework
1.5.D ASHA National Accreditation
1.5.D NASM Music Accreditation
1.5.D APA School Psychology Accreditation
I.5.E Updated AIMS Information

See **Attachment** panel below.

II. Unit Standards and Movement Toward Target

Movement Toward Target

Please indicate the standard(s) on which the unit selected to demonstrate movement toward target:

	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Assessment System and Unit Evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Standard 3: Field Experiences and Clinical Practice	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Diversity	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Faculty Qualifications, Performance, and Development	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Governance and Resources	<input type="checkbox"/>	<input type="checkbox"/>

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Candidate Knowledge, Skills, and Professional Dispositions

What do candidate assessment data tell the unit about candidates' meeting professional, state, and institutional standards and their impact on P-12 student learning? For programs not nationally/state reviewed, summarize data from key assessments and discuss these results.

Candidate Knowledge, Skills, and Professional Dispositions:

Most SOE licensure programs report to a Specialized Professional Association (SPA) through the AIMS system and are all currently nationally recognized. The programs that do not report to a Specialized Professional Association (SPA) are Music Education, PhD in Education, and the MA in Secondary and Elementary Education. Music Education follows the NASM accreditation protocol for the Music Department. Although these programs do not report to a SPA, they still follow the unit assessment system, as indicated in the Conceptual Framework, and require data collection from 6 to 8 assessments

to guide program improvement. All program candidates must pass both the pedagogical test (PLT or PRAXIS II) and the PRAXIS II content test prior to student teaching to be eligible for completion.

The MA in Secondary, Elementary, and Student Defined Education are offered and follow the same reporting process as SPA advanced programs, such as Reading or Special Education. The completer numbers are low for the previous 3 year cycle. Elementary graduated 1 MA completer from Fall 2011 through Spring 2014. Secondary graduated MA 5 completers from Fall 2011 through Spring 2014. The Student Defined option graduated 9 MA completers through the same time period. This option is sometimes exercised by graduate candidates who initially chose a licensure program (MATCP), but due to outcomes assessment benchmark deficiencies or a change in candidate's educational goals, do not proceed into student teaching and complete initial licensure. This MA does not lead to a teaching license.

Music Education Summary of data and discussion (All key assessments for Music can be found in the TaskStream outcomes assessment evidence room):

Music Education's key assessments occur during the sophomore, junior and senior years. All candidates must complete the same admissions process as all other initial licensure programs in the unit. Candidates also complete the unit wide planning task, assessment of learning task, and final practicum evaluations by the university supervisor and the cooperating teacher. Some of the significant data retrieved from these assessments was as follows:

1. In the sophomore year, students complete a Unit Plan and a Conceptual Frameworks assignment. Through this major assessment project, a candidate's competency in elementary lesson planning is apparent. This assignment is part of the total requirements for MUS 238, General Music Methods. In passing the Unit Plan assignment, students also show competency in assessing the music skills of children in grades K-6 and also in providing accommodations for special learners.
2. In the senior year as part of EDC 485, Student Teacher Seminar, students complete an assessment project called "Assessment of Student Learning". This assignment specifically shows the candidate's competency in designing informal and formal assessments as linked to a specific music skill. This assignment is linked to both the RIPTS as well as to the National Music Content Standards.

Data from this assessment task reveals the following:

- a. Students excel in creating lessons with appropriate music content. This is consistent with other data concerning content.
- b. Students do well in using a variety of assessments, and managing time for assessment, and communicating results to children.
- c. Additional support for students in the area of identifying and providing musically appropriate accommodations for some populations would be beneficial.

The full narrative from Music is located under 1.4.C titled "Standard 1 (Music Education)"

PhD Program summary of data and discussion "(All key assessments for the PhD program can be found in the TaskStream outcomes assessment evidence room)":

An analyses of our candidate assessment data reveal the following:

Through the application review process, candidates in the Ph.D. in Education program demonstrated strengths on the GREs in scores on the verbal knowledge and skills section and variability on scores in the quantitative knowledge and skills section. All candidates possessed a master's degree in education or related area. The average master's degree GPA for Ph.D. in Education candidates was 3.77. Candidates

progress through the specified course work during the first 3 years, with a small rate of attrition after courses are completed (i.e., only one candidate has not continued).

In addition, all candidates who took the written and oral comprehensive examinations passed, with one exception. This indicates that our candidates have strong content knowledge, skills, and professional dispositions, as well as preparation to conduct independent research under the guidance of their major professor and committee. We have instituted a rubric for the written exams to systemize the assessment process.

To address candidates' knowledge and skills in research design, the program of study was changed in 2009 to include a new qualitative course, EDP 612, and revised the quantitative course, previously EDP 625 (3 credits) and now EDP 613 (4 credits). Candidates now develop their quantitative and qualitative research skills through four required courses, EDP 612, 613, 623, and 641. The average GPA for Ph.D. in Education candidates across these courses was 3.76.

In addition, candidates' research, as indicated by their dissertations, focus primarily on Pre-K through higher education, not surprisingly since that is the focus of our Ph.D. in Education program. The information gained through their studies positively impacts student learning through curricular and policy changes. For example, Elaine Mangiante (Cohort 2008) received the Schmitt Award for best paper at the New England Education Research Organization meeting in April 2012. Her paper, Planning for inquiry science: Case studies of two effective urban elementary teachers, was based on her dissertation, Effective urban elementary teachers of inquiry science: beliefs, knowledge, and resources shaping teacher planning.

Additionally, as part of their core courses, all candidates take EDP 622, Community Service Learning. As part of the course, they design, implement, and assess a community service learning project to meet the needs of a community partner, such as a high school or a community agency working with children. Feedback from the community partners and the candidates indicate this is a worthwhile course through which candidates apply their educational leadership and research skills to positively impact student learning.

Between 2008 and 2014, 54 candidates successfully conducted educational research (i.e., dissertations) and completed their degrees. This represents 40% - 100% of each cohort that was eligible, that is, candidates who had completed all course work. Understandably, candidates in earlier cohorts (e.g., 2004 and 2005 with 100%) had higher completion rates than candidates who started in more recent cohorts (e.g., 2009 with 40%), most of whom are on track (based on their annual status reports) to complete their research within the required 7 years.

Based on a survey sent to graduates in March 2013 and additional information gathered from program faculty, 51% of our graduates are higher education faculty, 29% hold educational leadership or teaching positions; 11% work with educational policy, and 9% hold support positions in higher education. These data indicate the program is producing educational leaders who have an impact on student learning.

The full narrative for these questions from PhD is located under 1.4.C titled "Standard 1 (PhD)"

All Programs Discussion on Dispositions:

University of Rhode Island teacher candidates are expected to demonstrate each of the Rhode Island Professional Teacher Standards (RIPTS) throughout the program. The RIPTS linked directly to dispositions are Standard 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals, and Standard 11: Teachers maintain professional standards guided by legal and ethical principles. All 2013-

2014 initial license completers met or exceeded the standards related to disposition around RIPTS Standard 10 & 11.

Prospective applicants are guided to review the RIPTS in UC advisement sessions with professional education faculty, our Diversity Vision, and the Core Beliefs of URI's School of Education prior to admission. Prior to student teaching, candidates review the Teacher Education Student Teaching Handbook in which the roles and expectations for teacher candidates' dispositions are described.

Candidates in advanced licensure programs demonstrate the positive dispositions to achieve each of the six graduate program themes, which are guided by the National Board for Professional Teaching Standards.

Teacher candidates complete an admission portfolio and interview that helps faculty to assess dispositions upon admission. During the teacher education program, candidates' dispositions in these areas is developed and assessed in key tasks such as the unit planning task, the informal and formal assessment of student learning, student teaching observations, and the final student teaching evaluations completed by the university supervisor and cooperating teacher.

Graduate program candidates are required to produce two letters of recommendation related to disposition toward advanced study and potential/current teaching abilities. During the programs, candidates are required to demonstrate positive dispositions to enhance leadership, scholarship, and collaboration. Candidates' dispositions are developed and assessed in key tasks such as Instructional Planning, Assessment of Internship or Field Experience, and Professional Leadership. Data indicate advanced program candidates demonstrate and continue to development positives dispositions toward teaching and learning.

10000 character limit

1.2 Moving Toward Target or Continuous Improvement

Please respond to 1.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 1.2.b.

1.2.a Standard on which the unit is moving to the target level

- ☐ **Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.**
- ☐ **Summarize activities and their impact on candidate performance and program quality that have led to target level performance.**
- ☐ **Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.**

15000 character limit

1.2.b Continuous Improvement

- ☐ **Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.**

□ Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

Continuous Improvement:

SPA Programs reported this data in Section 5 of their reports. Programs that do not report to a SPA are discussed below:

Music Education:

The URI music education program uses four levels of assessment as clearly articulated in the undergraduate handbook and student teacher music education handbook. The levels outline the steps required for candidates to progress through the program. Assessments in these levels are included in the curriculum worksheets used by the music education advisor to aid candidates in their four-year plan and success in completing the program.

In 2010, a change in the structure of assigned music advisors took place in the music department. As part of that change, one advisor now advises all music education candidates. This has streamlined the advising process, giving the music education advisor more expertise in advising on program assessments and in mapping out courses in the music education degree.

Similar to other School of Education licensure programs, the Music Education program requires that all candidates must achieve a qualifying score of 167 on the PRAXIS II: PLT (K-6 or 7-12) standardized exam. Since making this alignment, candidates in music have a stronger sense of professional practice, candidates take the licensure exams earlier in their program, candidates are referred to preparation workshops offered by the School of Education, and study aids are available in the music resource room in the music department.

All music education candidates continue to be assessed by the Praxis II Music Content test taken in the junior year. To further address assessment of music content knowledge, music faculty created rubrics and implemented jury evaluation forms based on those rubrics for each instrument category (voice, woodwinds, brass, percussion, etc.). Each year jury rubrics are reviewed and revised as necessary for consistency across musical instruments and to address content categories specific to each instrument. Jury forms are available to candidates on the music department website. The faculty notes that candidates must achieve a passing score (range of 80-100) on their juries assessing their music skill on their primary instrument.

The use of the unit plan in MUS 238: General Music Methods and Materials (implemented in spring 2006), continues to be an important means of assessing candidates knowledge of lesson planning. In most cases, candidates later use their unit plans as the basis to complete the Assessment of Student Learning task in EDC 485 during student teaching. This ties the unit plan to the student teaching experience.

Discussion of Data:

Two semesters of data over one year are available for analysis of the unit plan assessment (MUS 238 Spring 2012 and MUS 238 Spring 2013). All candidates must submit revisions if necessary to earn a 3 or higher on all items before being cleared for student teaching.

The data from Spring 2012 and 2013 unit plans revealed the following:

- Candidates continue to improve their use of RIPTS and identifying usage in their lesson plans and

discussion of the unit plan information.

- Areas of strength are in content, cognitive and performance skills, use of technology, and writing mechanics.
- Candidates improved in their ability to identify students with special needs and accommodate music lessons, assessments, and physical space and musical instruments.

Overall Cooperating Teacher and University Supervisor Evaluations reveal the following:

- Candidates are doing well in creating lessons that connect with a broad base of knowledge, and creating and executing lessons that demonstrate an understanding of the core knowledge of music.
- Candidates seem to be adequate in the area of teaching diverse populations. The data suggest that candidates would benefit from continued resources during the student teaching semester as they encounter real children with specific needs.
- Including questions and tasks that require critical thinking from children is another area for improvement. Candidates would benefit from more guidance in how to apply critical thinking (especially cognitive and psychomotor) in a music teaching setting. Candidates are encouraged to include National Music Standard 3 (improvisation) and 4 (composition) as these music skills require musical critical thinking skills. Also, they would benefit from additional instruction in the curriculum of identifying what kinds of questions can lead to critical thinking in music for analysis of music listening, performing, and responding.
- Overall candidates do well in the area of classroom management. They show consistent high marks in establishing a safe and secure learning environment characterized by mutual respect and intellectual risk-taking.
- Candidates excel at fostering collaborative relationships with colleagues and families to support students' learning, specifically working with other colleagues in the schools and working with the community. The program will continue to require and support students in conducting concerts and musical performances outside of the regular school day.
- In terms of classroom assessment, the Assessment of Student Learning task data suggest students use a variety of rich and appropriate assessments. TaskStream evaluations and the ASLA task rubric results do show an improvement in use of a wider variety of music assessments in the classroom over the past year.

Data for assessment of candidate effect on student learning include Fall 2012 and Spring 2013. Data from the Assessment of Student Learning task reveal the following:

- Candidates excel in creating lessons with appropriate music content. This is consistent with other data concerning content.
- Candidates do well in using a variety of assessments, and managing time for assessment, and communicating results to children.
- Additional support for candidates in the area of identifying and providing musically appropriate accommodations for some populations would be beneficial.

A final evaluation of student teachers addresses those NASM-approved music competencies for music education. Cooperating teachers at both elementary and secondary placements complete this additional evaluation rubric (Music Content rubric) at the end of the student teaching placement. One year of data suggests that candidates demonstrate strong knowledge of music's cultural and historical value and have the necessary skills in singing and conducting to become effective music educators.

During EDC 485, Student Teaching Seminar, student teachers are required to submit eight reflective E-Journals. Topics are assignment-based on current syllabus topics. Guest speakers in topic areas of expertise are a regular part of EDC 485 and offer "real life" teaching experiences to student teachers throughout the semester. Some topics included throughout the semester are classroom management, assessment, technology, and middle school instrumental and vocal differences. During the final seminar

class, music administrators from the Massachusetts, Connecticut and/or Rhode Island conduct "mock interviews". Candidates present their music portfolios as they would when interviewing in an authentic music teaching interview. After the interviews, administrators discuss with the group strengths and weaknesses of their interviews. Student teachers have cited this activity as a positive strength in preparing for interviews after graduation.

Phd in Education:

The URI/RIC Ph.D. in Program Handbook was updated in 2012 to reflect the most current rules and forms used by the program in alignment with the Graduate School Manual. In addition, the Handbook and all required forms are available on the website. These electronic forms allow for electronic signatures by students, faculty, program co-directors, and deans. This improvement has led to a more efficient system of review and processing of milestone documents, which allow candidates to proceed through the program. The Program Handbook will be revised in summer 2014.

We began to require a pre-program introductory statistics course, EDC 555, due to the need for doctoral candidates strong quantitative skills and in part to ensure all candidates had the prerequisite quantitative knowledge to succeed in the program. Data from GREs was also part the decision making process for the requirement.

One of the challenges for a joint program across two institutions is to connect candidates with faculty who might serve on their dissertation committee. The Program Committee, comprised of an equal number of program faculty from each institution, has made concerted efforts to introduce candidates and faculty to each other.

Additionally, the Administrative Committee was reconvened in 2013 and has been meeting biannually to discuss the administrative issues of the program. Of particular concern is the candidate's transcript. Currently, candidates have a transcript of courses for which they register at Rhode Island College and a transcript of courses for which they register at the University of Rhode Island. Compatibility of systems and resources had been prohibitive to merging the two transcripts. However, work has begun to have a single transcript for each candidate at the University of Rhode Island.

The Faculty held an annual retreat in Fall 2013 and 2014 to discuss the URI/RIC Ph.D. Program in Education mission, vision, and goals. The program faculty considered a revision to the mission and vision. We are working to broaden the discussion of the new mission and vision through discussions at faculty meetings, student advisory council meetings, and the colloquium.

In addition, faculty have worked on revising specialization courses to support student needs and maximize faculty expertise. Faculty have developed three specializations for candidates: a) social justice, b) digital literacy, and c) adult/higher education. Each specialization is comprised of four courses.

10000 character limit

1.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFI's cited for the initial and/or advanced program levels under this standard. [12,000 characters]

No areas for improvement were cited in the 2008 NCATE report.

12000 character limit

1.4.a	State program review documents and state findings (Some of these documents may be available in AIMS.)
1.4.b	Title II reports submitted to the state for the previous three years
1.4.c	Key assessments and scoring guides used for assessing candidate learning against professional and state standards as well as proficiencies identified in the unit's conceptual framework (Some of this information may be accessible for nationally recognized programs in AIMS. Cross reference as appropriate.)
1.4.d	Aggregate data on key assessments, including proficiencies identified in the unit's conceptual framework (Data should be disaggregated by program and level regardless of location or method of delivery.)
1.4.e	Key assessments and scoring guides used for assessing professional dispositions, including fairness and the belief that all students can learn
1.4.f	Aggregate data on key assessments of candidates' professional dispositions (Data should be disaggregated by program and level regardless of location or method of delivery.)
1.4.g	Examples of candidates' assessment and analysis of P-12 student learning
1.4.h	Examples of candidates' work (e.g., portfolios at different proficiency levels) from programs across the unit
1.4.i	Aggregate data on follow-up studies of graduates
1.4.j	Aggregate data on employer feedback on graduates
1.4.k	Data collected by state and/or national agencies on performance of educator preparation programs and the effectiveness of their graduates in classrooms and schools, including student achievement data, when available

1.4.A Full State Visit 2008 Findings
1.4.A Focused State Visit 2010 Findings
1.4.A State Extension Review 2012 Findings
1.4.A State Program Review Documents
1.4.B Title II 2010-2011.pdf
1.4.B Title II 2011-2012.pdf
1.4.B Title II 2012-2013.pdf
1.4.C-H TaskStream Electronic Exhibit Room
1.4.C List of SPA Approved Programs
1.4.C Music Full Standard 1 Narrative
1.4.C PhD Full Standard 1 Narrative
1.4.I Program Completers Exit Survey
1.4.I 2014 Program Completers Exit Survey Results
1.4.I 2-3 Year Out Follow up Completers Survey
1.4.I 2010-2011 Follow Up Survey Results
1.4.I 2012 Follow Up Survey Results
1.4.J Employer Satisfaction Survey
1.4.J Employer Satisfaction Survey Results (2010-2014)
1.4.K URI Teacher Preparation Index

See **Attachment** panel below.

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications,

the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

2.1 Assessment System and Unit Evaluation

How does the unit use its assessment system to improve candidate performance, program quality and unit operations?

Assessment System and Unit Evaluation:

Within the Unit Assessment System (UAS), The School of Education has a comprehensive set of critical benchmark assessments that are tracked systematically and data is used regularly to guide program improvement. The model for our assessment system is based on the current NCATE/CAEP Specialized Professional Associations (SPA) Board's approved national reporting format, as found in AIMS. The standards were developed by each of the professional associations that are constituent members of NCATE/CAEP, such as NAEYC or NCTM. Those programs that do have a specialized program association (i.e. Music Education, PhD in education, MA in Education) also follow this data collection format and have provided data and analysis as presented in Standard 1 of this report.

The UAS is embedded in and consistent with the School of Education's Conceptual Framework. Candidate outcomes are assessed as outlined in professional and state standards for each program area. Decisions about candidates from admission to program exit are made based on multiple assessments (e.g., admissions rubrics, standardized tests, performance based assessments and evaluations, comprehensive examinations, evaluations of practicums, content portfolios, etc.) to ensure candidates meet these critical outcomes in a variety of ways. Candidates' are formally assessed at three points in program: admission, prior to student teaching, and upon completion of primary internship or by comprehensive exam at program exit. The School of Education also administers post completion follow up surveys to its program graduates and employer feedback surveys to administrators in the districts where our candidates are employed.

As the critical common benchmark assessments for the School of Education (SOE) were developed, the Council for Teacher Education reviewed various versions for validity. The Council was reinstituted in 2006 with representation from Teacher Education Programs across campus. These programs include members from a diverse range of colleges, departments, and backgrounds. Specifically, the Council for Teacher Education includes members from the departments of Library-Media Studies, Kinesiology, Music, School Psychology, and Education. The Council meets regularly and has reviewed the Unit's Conceptual Framework, Strategic Plan, Unit Assessment Plan, and Diversity Plan and its implementation, and other activities related to Unit governance. Monitoring the quality and consistency of academic programs has been the combined responsibility of program teams, SOE faculty, and the Council. The Council for Teacher Education provides a forum for coordination, planning, evaluation, and promotion of teacher education at the University of Rhode Island since the Unit is geographically spread across campus. It will continue to assist in the coordination of campus-wide teacher education activities; serve as liaison to state, regional, and national groups concerned with teacher education; work with public schools in developing exemplary education and school-related programs; and provide general support and assistance to individuals and groups interested in enhancing the quality of teacher education at the University of Rhode Island.

Data Management Infrastructure:

The core of the Unit Assessment System (UAS) is our data management infrastructure. The data management infrastructure facilitates entry, analyses and reporting of data for unit and program reviews in a multitude of ways. The data management structure utilizes three databases. The first internal

database system, (FileMaker Pro) is used to track data on student admissions, all testing requirements and scores, data on approval and movement to student teaching or final practicum, all field placements progressions from entry to exit, and data on program exit/completion. This database was recently completely redesigned to allow for more streamlined analyses of data for program improvement (e.g. field placement progression reporting, systematic tracking of student complaints and the resolutions, and automated clearance flagging ability). It has been brought online and is located on a server, so files are accessible to different programs across campus for easier access to information.

The second major database is the University's student information management system, PeopleSoft, which provides information for updating and review of student status, progress and graduation (e.g. GPA checkpoints), advisement tracking, recruitment and retention data, and transcript analysis for incoming MA/TCP students. This system allows the outcomes assessment coordinator to run detailed queries for reporting requirements by associations such as Title II and AACTE PEDS.

The third major system (TaskStream) is a commercial online assessment product used by the Unit to collect and report on candidate outcomes assessment data (e.g., planning for instruction, assessment of student work, practicum evaluations) and maintain these data for SPA reporting and program improvement. Recently, the outcomes assessment office has accomplished getting all external stakeholders (i.e. cooperating teachers) onto TaskStream to complete independent reviews of our candidates out in the field. This allowed for the candidates to experience evaluations from both SOE supervisors and external cooperating teachers using the same evaluation instrument. SOE also piloted a new teacher evaluation observation form used by Rhode Island Department of Education (RIDE) for teacher evaluations within the State of Rhode Island in the spring of 2014 with cooperating teachers and asked for feedback on using the form to assess our candidates. Initial reviews were positive and cooperating teachers were generally in agreement that it was appropriate for educational preparation programs to align to the new state evaluation process.

Unit Assessment System Data:

Candidate use of data from the assessment system is on an individual basis. The candidate portfolio is structured so that successful completion of all the critical performance tasks indicates successful achievement of the RIPTS and their applicable professional content standards. As candidates progress through their program, ongoing feedback from instructors and clinical supervisors provides comments that are standards-based and directly relate to their performance as beginning teachers.

Faculty use of the data arises out of the analysis of candidate performance by program teams following the SPA process. Analysis and discussion of trends across programs highlight areas in need of improvement, and where appropriate, can be focused on individual courses, and thus individual faculty members. Efforts to this end include checks on inter-rater reliability for critical performance tasks, review of rubrics, training sessions for adjunct faculty and cooperating teachers using the evaluation instruments, and identification of areas with consistently weaker performance (examples have included candidate ability to effectively use technology, classroom management strategies, etc.). Initial data from RIDE indicates our program completers are performing at or above the level of other beginning teachers in the State on educator effectiveness and impact on student learning.

For both initial and advanced programs, data are collected, summarized, and analyzed on a regular basis for specialized professional association (SPA) reports and the state approval process. Program team faculty are responsible for analyzing data and providing data summaries to the SOE assessment coordinator. Program checkpoints are addressed collectively with program faculty, the Office for Teacher Education, and the Outcomes Assessment Office in order to make decisions about individual candidates who have not successfully completed one or more critical tasks or program requirements.

Teams use the results of their analyses to recommend program improvements as discussed in section 5 of the SPA reports. These program improvements are tracked by program leaders and become part of the general discussion of program improvements for the School of Education Unit at the Council for Teacher Education meetings held regularly throughout the semester.

The responsibility for summarizing and analyzing the data is distributed across the Office of Teacher Education, the SOE Director's Office, and the Outcomes Assessment Office. For example, the outcomes assessment staff aggregates the data from the exit surveys, the candidates' e-folio performances, and assists in the SPA reporting process to AIMS. The outcomes assessment office collects and maintains candidate performance data on the TaskStream database. Program leaders summarize individual program data, which are first disseminated to the program in team meetings. The Office of Teacher Education collects and summarizes, for example, Praxis scores, all practicum placement data, and acceptance decision letters. The Director's Office uses data from all the sources to assist in the governance and operations of the unit.

10000 character limit

2.2 Moving Toward Target or Continuous Improvement

Please respond to 2.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 2.2.b.

2.2.a Standard on which the unit is moving to the target level

- ☐ **Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.**
- ☐ **Summarize activities and their impact on candidate performance and program quality that have led to target level performance.**
- ☐ **Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.**

Areas of the standard at which the unit is currently performing at the target level and summary of activities and their impact on candidate performance and program quality:

The Unit assessment system, embedded directly within the Conceptual Framework, was developed by the School of Education faculty in 2002 and was approved by the Council for Teacher Education in 2003. The Council for Teacher Education is comprised of representatives from each of the teacher educator programs at the university and generally convenes monthly. Agenda items include admissions, curricular changes, program improvements, and assessment system review. A continuing focus for these meetings is program improvement, and state and national standards are central to these deliberations.

Common tasks were developed based on Rhode Island Professional Teacher Standards (RIPTS) and individual program tasks were designed to closely align with the Specialized Professional Association (SPA) standards. Common Task examples include the unit planning task and the assessment of student learning task, completed by all initial licensure programs. These rubrics were standardized to a five-point scale to facilitate data analysis across programs. Program specific assessments were designed with consideration to the SPA standards in order to attain full program recognition. The development of the Secondary science safety quiz in 2010 is one example. These assessments were modified and strengthened based on reviewer feedback over the last two recognition periods that have occurred since the previous NCATE visit in 2008.

The SOE Unit Assessment System (UAS) framework, is modeled on the current NCATE Specialized

Professional Association Board's approved national reporting template. The SOE systematically collects data on 6 to 8 assessments through its data management infrastructure. Program standards were developed by each of the professional associations that are constituent members of NCATE. The program level critical performance assessments and follow-up data from programs (e.g., graduate surveys, exit surveys) serve as data for Unit level decisions.

The program level assessments follow this common format to provide systematic data for aggregation:

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

The Unit meets with the Rhode Island Department of Education quarterly through the RI Educator Preparation Committee. This committee is made up of education departments of higher education across the state and discusses topics such as state program approval, standards-based assessment, and data on the performance of educator preparation programs and the effectiveness of their graduates in Rhode Island classrooms and schools.

All programs are currently tracking critical benchmark assessments and SPA assessments in the SOE data management systems. Their respective specialized professional association currently nationally recognizes all programs within the Unit. As the common assessments were developed within the SOE, the Council for Teacher Education reviewed versions for validity. The final student teaching evaluation was piloted across programs in 2010 and trainings are now conducted with the cooperating teachers and university supervisors. This was the same procedure for our common admission process across initial programs.

The Unit is in its 4th year of using TaskStream as the outcomes assessment provider. This system better serves the SOE with tracking critical benchmark assessments used for program SPA reporting and program improvement decisions. It also allows the SOE Unit to better administer program exit surveys to completers and attain high rates of return on these surveys (generally over 75%). This commercial system provides advanced technological data mining tools to show how candidates are meeting standards across assignments using rubric alignment to both content and pedagogical standards. Data provided from this system has greatly increased the ability for programs to meet their SPA requirements for data collection, analysis, and program improvement. Most recently the MA in Special Education had all its SPA assessments tracked through TaskStream and was able to run detailed complete reports on how candidates were meeting the CEC standards. The program earned full national recognition from CEC for this effort and was commended by the reviewer for using the system.

Decisions about candidates from admission to program exit are made based on multiple assessments (e.g., standardized tests, comprehensive examinations, evaluations of practicum, portfolios, etc.) to ensure students meet critical performance outcomes. Candidates are assessed at multiple points: admission; prior to student teaching, upon completion of primary internship or by comprehensive exam, at program exit; and after program completion. Our data management infrastructure compiles all the data required to confidently pass or hold candidates at these checkpoints.

Data has shown that those candidates who exceed on the admission benchmarks (GPA or SAT scores) often find success with taking the PRAXIS I entrance exams. Analysis has shown that the PRAXIS I

data are moderately correlated with academic GPA. However data does not show that Praxis I correlated well with the SOE field based tasks (e.g. unit plan, assessment of student learning, and final evaluation of student teaching). Candidates' ability to plan instruction, which is refined by the methods courses, correlated to the final evaluation of student teaching in the areas of planning for instruction.

The Rhode Island Department of Education (RIDE) is currently building an infrastructure to collect data on how well program completers perform in the classroom, and connecting this to program approval decisions. The initial round of program educator effectiveness for our most recent cohort 2011-2012 completers shows that on Educator Effectiveness: Professional Practice and Profession Foundations over 95% were rated at scoring either full or exceptional attainment of the standard. Regarding effects on student learning the results were similar with over 95% of candidates scoring either full or exceptional attainment.

The Unit's administration streamlined and unified the admissions process for all teacher education candidates by having a common admissions protocol that all initial programs follow. This includes common admissions requirements, rubrics, and decision processes. The Unit currently has an admissions average GPA of initial programs of 3.34 and many candidates use the SAT option for admission of having over an 1150 on the math and reading portions of the SAT with no score falling below a 530. Overall our admitted candidates are within the top 33% of the university population based on reported SAT scores.

The Unit has adopted several procedures to ensure its assessments are fair, accurate, consistent, and free of bias. For example, multiple assessors evaluate key assessments (admission, portfolios, comprehensive exams, theses, student teaching or primary internships) and sessions are conducted during which faculty are trained as assessors. Training focuses on the process to be used, the questions to be asked, and scoring of portfolio evidence. Generally, an experienced faculty member is paired with a less experienced person in order to model the procedure. The process of evaluating students is the responsibility of program faculty who work within a team structure. Several teams collaborate when training cooperating teachers where appropriate. Program teams review the performance of the assessment system, including admissions, on a continuous basis during regularly scheduled team meetings. Criteria, application forms, interview questions, directions for tasks and rubrics are evaluated and revised based on program data and candidate feedback.

In addition, potential bias is addressed through Unit or university policies: Course syllabi include the following statement: "Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations to support your success in this course. As part of this process, please be in touch with Disability Services for Students office at 330 Memorial Union. 874-2098." Requested candidate exceptions to program requirements are reviewed by advisor, program, and college. Candidates evaluate faculty and the results of these evaluations are part of the annual review, promotion and tenure process.

Candidate complaints are handled in a manner appropriate to the nature of the complaint. Several categories (e.g plagiarism, breach of conduct) are resolved at the university level within formal guidelines. Complaints specific to the SOE are evaluated and resolved by appropriate SOE faculty or administrator(s). SOE candidate complaints are referenced in the FileMaker database, with more detailed documentation on file concerning both the nature of the complaint, and its resolution.

As mentioned above, the data management system tracks the critical benchmarks assessments at each transition point (admissions, movement to final practicum, and upon completion of practicum) systemically and reliably. The new RIDE educator index will allow the SOE to track its completers who teach in Rhode Island into their first years of practice in a public school. This data should help the Unit better prepare candidates for the current teaching environment.

Currently the SOE does not offer any alternate route, off-campus, or distance learning programs. The Library Media program is a regional program, located mainly at the Kingston Campus. Final practicums do occur in other states, but all candidates are tracked within TaskStream on their critical benchmark assessments.

All programs that fall under the requirements of a Specialized Professional Association have reported data for the last three years and earned full national recognition within the past 2 years for this scheduled visit. Prior to this, all programs attained national recognition during the previous accreditation cycle. Those programs not under a SPA complete the same requirements for program review. The requirements of this process include that data are regularly and systematically compiled, aggregated, summarized, analyzed and reported for the purpose of improving candidate performance, program quality, and Unit operations. Specifically section 5 of the SPA reports shape the direction of programs based on data analysis. Faculty and program reviewer feedback has also guided programs in improving areas deemed essential by the professional associations.

Plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

Our FileMaker student database has been completely redesigned to allow for streamlined data collection, analysis, and reporting of key candidate data such as licensure test tracking, maintaining BCI checks, meeting GPA benchmarks at key transition points, and better field placement tracking. One such benefit is the ability to track the field progressions of a candidate from point of entry to program exit by running a simple report function. This helps assure that candidates have a broad range of diverse placements throughout their program to complete pre-practicum assessments. Also the clearance reporting feature allows the Office of Teacher Education (OTE) to assure each candidate has met the benchmarks required to move from each critical transition point. OTE can track the number of attempts a candidate has taken a licensure exam prior to student teaching.

The School of Education has been involved in online outcomes assessment since 1998 because of demands of program accreditation reporting and state approval. After developing an original portfolio solution within URI and using that for almost seven years, the SOE concluded that in order to meet the increasing demands of data collection for national accreditation and the state program approval process, it had to migrate to a commercial system. URI decided to pilot the use of TaskStream, a well-established, commercial outcomes assessment product, starting in the fall 2011 within the School of Education. The SOE piloted the program for its elementary and secondary programs in the fall 2011 (approximately 125 students). In spring of 2012, all initial licensure programs in the SOE were brought onto the system for the current student teaching cohort. Approximately 250 students interacted with the system during the spring 2012 semester. Field s and cooperating teachers also interacted with the system remotely. The School of Education has complete data sets for all assessments required for accreditation and state program approval. Faculty and students found the program very easy to navigate and customer support was very knowledgeable. Exit surveys administered through TaskStream have response rates above 95%. The system has allowed for external constituents to evaluate the students very easily (cooperating teachers) in the field. The Outcomes Assessment Specialist for the School of Education has run numerous reports showing how students are performing on both national and state standards through standards aligned to assessments. It has allowed data analysis at a very high level to better shape program improvement going forward. TaskStream has fully supported URI's pilot program.

The Unit has developed and adopted a comprehensive final practicum evaluation rubric that is used across all initial programs. The Unit has also developed a planning task and assessment of student learning task has been adopted by all teacher licensure programs. The Unit has recently piloted a new observation tool developed by RIDE as an effort to continuously search for a stronger relationship between the evaluations used by the preparation programs and the Department of Education.

Individual programs continue to analyze data for their respective national content area reports e.g., Elementary Education's Association for Childhood Education International (ACEI); Early Childhood Education's National Association for the Education of Young Children (NAEYC), Secondary Science's National Science Teachers Association (NSTA), and Physical Education's National Association for Sport and Physical Education (NASPE). The section 5 narratives in these reports are titled "Using Data for Program Improvement" and include plans for improvement based on an analysis of the assessment data.

15000 character limit

2.2.b Continuous Improvement

- ☐ Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- ☐ Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

10000 character limit

2.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard.

No areas for improvement were cited in the 2008 NCATE report.

12000 character limit

2.4 Exhibits for Standard 2

2.4.a	Description of the unit's assessment system including the requirements and key assessments used at transition points
2.4.b	Admission criteria and data from key assessments used for entry to programs
2.4.c	Policies, procedures, and practices for ensuring that key assessments of candidate performance and evaluations of program quality and unit operations are fair, accurate, consistent, and free of bias
2.4.d	Policies, procedures, and practices for ensuring that data are regularly collected, compiled, aggregated, summarized, analyzed, and used for continuous improvement
2.4.e	Policies, procedures and practices for managing candidate complaints
2.4.f	File of candidate complaints and the unit's responses and resolutions (This information should be available during the onsite visit)
2.4.g	Examples of significant changes made to courses, programs, and the unit in response to data gathered from the assessment system

2.4.A Unit Assessment System 2014

2.4.A Overview of Advisement System

2.4.A List of School of Education Advisors

2.4.A Candidate Assessment Plan Transitions Flowchart

2.4.A Program Clearance Responsibility Assessment Flowchart
2.4.B Admissions Review Process Overview
2.4.B Undergraduate Applicant Information
2.4.B Admissions Application Online Form
2.4.B Admissions Portfolio Requirements
2.4.B Admissions Interview Rubric
2.4.B Admissions Portfolio Rubric
2.4.B Admissions Testing Requirements
2.4.B Admissions Scoring Sheet
2.4.B Graduate Applicant Information
2.4.B URI Graduate School Application Process
2.4.B PhD Application Process
2.4.B Example of Admissions Data
2.4.C Cross referenced evidence list from 2.4.A & 2.4.B
2.4.C Student Teaching Handbook
2.4.C Cooperating Teacher Training (Example of PPT)
2.4.C University Supervisor New Evaluation Instrument Training
2.4.C Unit Narrative on Reducing Bias
2.4.C Unit Narrative on Reliability and Validity
2.4.D Unit Assessment System
2.4.E URI Academic Appeals Process
2.4.E URI Conduct Appeals Process
2.4.E URI Conduct System
2.4.E URI Satisfactory Academic Progress Appeals Form
2.4.E Graduate School Manual
2.4.E URI Graduate School Manual Appendix A
2.4.E SOE/URI Student Complaint Policy
2.4.F Statement of Complaints (location at time of visit)
2.4.G Examples of Significant Changes

See **Attachment** panel below.

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Field Experiences and Clinical Practice

How does the unit work with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students

learn?**Field Experiences and Clinical Practice:**

The Office of Teacher Education (OTE) works in close collaboration with partner districts to determine and confirm student teaching/internship placements. Our partnership agreement assures districts that the OTE follows protocol for approval of all field placements, and clearly outlines our guiding philosophy and expectations both for student teachers and school faculty. The OTE submits a name recommended by university supervisor or program faculty; the district then approves or denies. District contacts are also consulted if a recommendation is needed for a particular content area/grade level. The Criteria for Cooperating Teachers and Criteria for Field Sites documents—including with partnership agreements—are integral to a shared understanding of the qualifications for most effective school faculty/supervisors. These provide consistency; increase the potential for successful placements; and articulate a clear understanding of the expectations and responsibilities for school professionals. Programs that include regional placements—such as School Psychology and School Library Media—have appropriate partnership agreements. Cooperating teachers attend an SOE training every fall, or complete training with the support of their university supervisor on site (same objectives and materials)—one way that the SOE and school faculty share expertise in supporting candidates. Advanced programs tailor training to their program structure: for example, Special Education internship supervisors attend a training every August in preparation for the fall internship. If a cooperating teacher does not meet criteria during the student teaching semester, the candidate is removed and assigned a new mentor and the former CT is placed on a list. University supervisors evaluate cooperating teachers at the end of each academic year using key elements from the RIPTS; these ratings inform selection of school faculty each year. In sequenced field experiences leading up to clinical practice, school faculty are key participants in candidate growth and development by modeling best practice; providing opportunities to learn by doing; and offering formal and informal feedback, including an evaluation at the end of each field experience.

The SOE has a number of deep engagements with partner schools/districts that provide professional development as a way to share expertise and resources and develop common ground on the KSD to provide optimum learning experiences both for our candidates and P-12 students. For example, the Guiding Education in Math and Science Network project has been building strong relationships between the University and local public schools since its creation 17 years ago, and may be the longest self-sustained NSF project in the country. GEMS-Net is an innovative collaboration between University scientists and educators and K-8 teachers and administrators from ten local school districts. Collectively these districts provide about \$372,000 annually to help fund the project. As part of the process we placed student teachers with GEMS-Net trained teachers; many of our candidates continue to work with participating practitioners for field experiences/clinical practice, and benefit from documented ongoing improvement of science teaching and learning. Over the past 15 years, GEMS-Net has provided PD for 2250 teachers, principals, and administrators. (See evidence for other collaborations.)

The SOE is mindful that candidates can only develop the knowledge, skills, and professional dispositions to help all students learn through a cooperative effort of the key players involved in their training and development in the field. Prior to clinical practice, candidates experience a variety of field experiences (see Field Progression Charts). Partner districts encompass rural, suburban, and urban settings. A variety of approaches are used in identifying settings and teachers depending on the structure of the program. For example, students in our Early Childhood program are placed in one of URI's Child Development Centers in Kingston or Providence for HDF 303—a unique partnership that lends itself to co-constructing the field experience. Half of the urban placements for our first field experience for initial programs, EDC 250, are secured through VIPS/Inspiring Minds—a Providence non-profit committed to assuring academic success for all students through targeted tutoring. The OTE relies on VIPS' expertise in matching students to classrooms/school faculty. Special education school faculty must teach in inclusive settings at least 75% of the day; identifying appropriate practicum and internship placements

demands close collaboration with school partners. Across the spectrum of field experiences/clinical practice, all candidates are placed in at least one setting that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and SES groups. For example, elementary candidates are placed in an urban setting for their first field experience (EDC 250). During the first year practicums (EDC 455, 459) they are placed in schools with a significant percentage of low SES students where building principals help identify the best educators to mentor. Many of these teachers have consistently participated over time, deepening their investment in the practicum and its design. Candidates are then placed in a wide range of schools for student teaching, and must have at least one experience in grades 1-3 and one in grades 4-6 to assure exposure to the developmental spectrum of learners.

Field experiences are sequenced and appropriately scaffolded to enable candidates to develop the KSD reflected in our conceptual framework and integral to state and national standards. Hands-on learning is emphasized from the earliest field experiences, with ample opportunity for students to work one-on-one, in small groups, and co-teaching or delivering mini-lessons. The breadth and depth of expectations develops over the course of field experiences, culminating in student teaching/internship. Music education candidates for example assist with an array of activities designed to promote musical growth in their initial EDC 250 field experience in an elementary urban setting. In MUS 341 candidates are placed in a HS and teach small group lessons; assist with ensemble/sectional rehearsals; practice skills in theory and guitar classes; and help prepare for a music festival. In student teaching candidates teach 8 weeks each in an elementary and a secondary setting with a focus on planning and executing ensemble rehearsals and classroom activities leading to music literacy, and delivering lessons based upon a solid knowledge of music pedagogy. Advanced programs provide opportunity for a deeper connection between theory and practice. In EDC 574, secondary MA/TCP candidates write a scholarly paper related to their professional practicum, an assessment of student learning, and do a videotaped planning activity (a representative model for other advanced programs). Reading candidates apply coursework in their professional classrooms as well as in the After School Literacy Program.

Prior to beginning clinical practice, candidates are cleared through meeting academic (mandatory overall GPA/content GPA; passing required content/pedagogy tests) and pedagogical (successful completion of field experiences and coursework) criteria. At exit, candidates must pass all critical benchmarks to be cleared for program completion, including meeting standard on the Final Evaluation. Candidates are required to design assessments that reflect appropriate student learning standards as well as state and professional standards, and best practice as reflected in the SOE conceptual framework. Continuous assessment, reflection, and action are intrinsic to clinical practice. Across all programs, candidates complete an assessment of candidate effect on student learning: assessment data is collected and analyzed to determine if objectives were met, adapt for future lessons with formative guidance from school faculty, and reflect on strategies to improve effectiveness. This task is posted on TaskStream (TS), where the methods instructor provides feedback. Candidates also are required to design and implement a long-range planning task in consultation with their school-based clinical faculty.

Technology is systematically integrated into clinical practice to improve teaching and learning. Candidates are expected to use a variety of accessibility soft/hardware systems to help meet the needs of diverse learners. Secondary student teachers are engaged in a research-based program using iPads and video adapters in planning, teaching, and reflection for the full year. All candidates in initial programs are assessed against the International Society for Technology in Education Standards. Reading candidates must document expertise developed in courses and fieldwork via a Technology Competence Demonstration Form that include categories like data management and assistive technology.

From field experiences through clinical practice, candidates systematically reflect and have the opportunity to receive feedback from peers—in pedagogy and methods classes—and clinical faculty, through formal and informal evaluations. In their clinical practice, candidates are assessed through both

formal (posted on TS) and informal observations. Discussion with cooperating teacher and university supervisor is a clear expectation so that candidates participate in reflection and evaluation, and are given encouragement and opportunity to develop new strategies. Mid-term & final conferences include the candidate, cooperating teacher, and university supervisor; candidate is given clear and formative feedback. Clinical faculty use other approaches to support candidates including in person, phone, or email conferencing and group discussion in seminar and other settings.

10000 character limit

3.2 Moving Toward Target or Continuous Improvement

Please respond to 3.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 3.2.b.

3.2.a Standard on which the unit is moving to the target level

- ☐ Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
- ☐ Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- ☐ Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

15000 character limit

3.2.b Continuous Improvement

- ☐ Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- ☐ Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

Continuous Improvement:

The SOE has made significant changes since the last NCATE visit to improve candidate performance and program quality through engagement with our school partners, candidates, and SOE faculty. One means of collecting data to drive change are exit surveys required of candidates prior to program completion (75-100% return) and 2-3 years after completion. The secondary education program has been engaged in a deep self-study beginning in 2010. The secondary team collected data from current and prior students and concluded that while a recommended sequence was provided, candidates did not always follow due to conflict or convenience—resulting in a less coherent program. Therefore, some students were less prepared than others to, for example, write an effective lesson plan. The success of the elementary curriculum's sequenced model with field experiences each semester also provided tangible evidence of the benefits of this approach.

A Secondary Program Curriculum Advisory Group was convened and facilitated by SOE faculty members. Cooperating teachers engaged and provided feedback on specific guiding questions related to improving preparation and proposed curricular changes. Data was gathered here, as well as through

outreach to current candidates and program completers. The curricular changes are now in effect as follows for both undergraduate and MA/TCP candidates accepted to URI fall 2012 and thereafter: 1) candidates must be admitted to the program to take all classes required for the two-year sequence; 2) a practicum is required every semester after admission—the first (331) in a middle school, and the second (332) in a high school setting with ELLs and an ESL certified clinical educator; 3) practicum are now embedded in every required class, rather than one per semester and 4) the classroom management class (EDC 415) was moved to the student teaching practicum to best meet articulated needs of candidates and school faculty.

At the end of the fall 13 semester, a survey was emailed to all EDC 331 clinical faculty to gather data on the following categories: Communication of expectations and requirements; learning goals, required assignments, and candidate evaluations. Some faculty found materials confusing; in response they were clarified and streamlined for EDC 332 the following semester. With consistent fall (331) and spring (332) practicum placements, the team is working together with participating schools and school faculty to continually improve practicum structure and expectations.

Feedback from our partner VIPS/Inspiring Minds and school-based/SOE faculty has motivated many changes in the delivery of EDC 250. For example in the past, candidates did not visit their field site during the five weeks that the class met on campus. This interrupted the flow of site visitations, and impacted continuity and consistency for classroom students and school faculty. The schedule now includes a different day/time for class meetings than for site visit, so that candidates visit schools every week.

The Early Childhood program has also engaged in significant program changes. In response to data from 2008 SPA Report, rubrics for assessments now provide more specific qualitative evidence in indicators that candidates meet the standard rather than prior language that did not adequately distinguish levels. Data from clinical faculty and candidates informed a change of student teaching semester from the fall to the spring in 2010, providing continuity for candidates between the fall practicum and spring student teaching placement; candidates are now working with the same K-2 students all year. The Early Childhood Team engaged in a holistic review of the early childhood curriculum, which resulted in revisions that are in effect beginning fall of 2014. Revisions were prompted by revised NAEYC Teacher Preparation and Initial Licensure Standards, formal feedback from the 2008 RI Program approval visit and 2008 SPA report, and data from the field. The three curriculum classes are now clearly sequenced with content preparation fully integrated, and include an associated field experience. Two assessments aligned to appropriate learner and teacher standards are now required in EDC 426, including a unit plan, both to be uploaded to TS for feedback and revision. Across the field experiences and the accompanying curriculum classes—in response to NAEYC Standards revisions and data from the field—there is now a stronger emphasis on inclusion, deepening content knowledge, and equipping candidates with a continuum of teaching strategies and developmentally effective approaches. In response to NAEYC Standards revisions, and data from SPA report, two additional courses are now required. HDF 455—Assessment of Young Children—provides an overview of assessments used in the early childhood field, and examines assessment techniques and practices and is taken while students are in a field placement—providing an opportunity to deepen understanding. HDF 305—Involving Families in Diverse Early Childhood Settings—is now required, rather than an elective, strengthening candidate knowledge in engaging all families in their children's development and learning (SPA standard 2).

In 2010, the School Library Media Program increased hours required in field experiences in response to data that candidates needed more time in the field to strengthen collaborations with faculty and ensure PK-12 student success with research/inquiry projects. Pre-internship fieldwork has increased from 30 to 60 hours through LSC 520. The clinical internship is now 12 weeks rather than ten. Field assessments are now collaborative with site visits and completed on Taskstream with the input of cooperating school librarians and candidates' self-assessments. Data has shown continuous improvement in candidates'

performance from the first to the second field assessment, culminating in the final assessment.

The SOE approved a new final evaluation form in 2010. Feedback from clinical faculty indicated that the prior form was too lengthy and did not provide easily identifiable distinctions between levels. The revised form addressed these critiques by introducing performance-based language that differentiates levels of proficiency more effectively. As of fall 2010, both clinical faculty and university supervisors now use the same assessment tool for final evaluation. Feedback from a fall 2012 training with university supervisors using the form resulted in amending a few indicators that were not appropriate for a candidate in a student teaching experience. With the rollout of the educator evaluation system in RI, the SOE is currently exploring the efficacy of adopting a state evaluation tool for final evaluation. In fall 2014, cooperating teachers were asked to respond to a brief questionnaire asking if the RI Teacher Professional Practice Rubric would be a valuable evaluation tool for URI candidates. The majority of responses were 'yes'; some indicated modifications might be needed. This rubric was piloted by Early Childhood spring 2014 cooperating teachers, and an analysis was presented at May 2014 SOE meeting. Exploration of adopting this rubric, perhaps in a revised form, is ongoing.

Beginning in fall 2010, our annual Cooperating Teacher Training was redesigned to better prepare new cooperating teachers to accurately assess candidate performance using the formal observation and newly revised final evaluation tool. For the first time, an activity was added to enable cooperating teachers to review the observation tool, see a teaching video, assess key elements, and share findings in small groups. Feedback from subsequent trainings has confirmed the importance of this calibration exercise in building confidence to better assess candidates. In Fall 2012, a TaskStream orientation was added to prepare cooperating teachers to engage with our online assessment system. The training continues to be revised/improved based in part on feedback from participant evaluations. For those teachers who do not attend the group training, a new system was introduced in fall 2009 to assure an effective individual training takes place and is tracked in our data base: the Cooperating Teacher Verification Form, signed by both SOE supervisor and cooperating teacher. A key activity that must be checked off is engaging in a candidate observation, sharing feedback, and completing the observation form together.

In response to feedback from employers and to improve program quality, the SOE made the following changes: The SOE submitted a proposal to RIDE in 2012, and Health Education (PK-12) and Adapted Physical Education (PK-12) were formally approved as SOE programs. In prior years, students were completing requirements for these certifications through 'transcript analysis'. As of 2010, the PHETE program added a health practicum (KIN 309) in conjunction with KIN 307, Methods of Health Instruction, to assure that candidates develop the KSD to be effective. That same year, an additional field experience was added for music education candidates (MUS 341) to provide more exposure to music teaching practices and application of methodology.

To sustain and enhance performance, our secondary education world language coordinator is developing a university-approved MA in TESOL and Dual Language Immersion. This initiative is in part a response to the documented need for certified bilingual teachers in RI. The new degree will also help assure more available classes for SOE candidates seeking English as a Second Language certification—another high need area. In June 2014 the Board of Education passed Dual Language Program Standards, which include standards for a seal of biliteracy; this provides a framework for programs in dual language immersion to be developed. The scope of these efforts aligns with the collaborative work of the Southern RI Early Language Alliance.

10000 character limit

3.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFI's cited for the initial

and/or advanced program levels under this standard.

No areas for improvement were cited in the action report from the previous accreditation review for standard 3.

12000 character limit

3.4 Exhibits for Standard 3

3.4.a	Examples across programs of collaborative activities between unit and P-12 schools to support the design, implementation, and evaluation of field experiences and clinical practice, including memoranda of understanding
3.4.b	Aggregate data on candidate placement in field experiences and clinical practice (Data should be disaggregated by program and level regardless of location or method of delivery)
3.4.c	Criteria for the selection of clinical faculty, which includes both higher education and P-12 school faculty
3.4.d	Examples of support and evaluation of clinical faculty across programs
3.4.e	Guidelines/ handbooks on field experiences and clinical practice for candidates, and clinical faculty, including support provided by the unit and opportunities for feedback and reflection
3.4.f	Assessment instruments and scoring guides used for and data collected from field experiences and clinical practice for all programs, including use of technology for teaching and learning (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)
3.4.g	Aggregate data on candidates entering and exiting from clinical practice for all programs (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)

3.4.A Collaborative Activities Overview
3.4.A Initial Programs Partnership Agreements (sample)
3.4.A Advanced Programs Partnership Agreements (sample)
3.4.A Secondary Curricular Revisions
3.4.A Letter to Districts for EDC 331 (Secondary Field)
3.4.A Secondary Teacher Survey (EDC 331)
3.4.A Early Childhood Curricular Revisions Part 1
3.4.A Early Childhood Curricular Revisions Part 2
3.4.A Format change for EDC 250 Early Field Placement Email
3.4.A Pilot Cooperating Teacher Observation Form Feedback
3.4.A Partnership Meeting with Superintendents
3.4.A Honors Colloquium Invitation Flyer
3.4.A GEMS-NET Informational Flyer
3.4.B Programs Clinical Experiences Charts
3.4.B All Programs Field Progressions
3.4.C URI/SOE Clinical Faculty Criteria
3.4.C URI/SOE Clinical School Faculty Criteria
3.4.C Criteria for Field Sites
3.4.C Criteria Field Supervisors (School Psychology)
3.4.D AAUP Part Time Contract (Evaluation Section)
3.4.D Cooperating Teacher Training Initial Programs (Part 1) 2012
3.4.D Cooperating Teacher Training Initial Programs (Part 2) 2012

3.4.D Cooperating Teacher Training Initial Programs (Part 1) 2013
3.4.D Cooperating Teacher Training Initial Programs (Part 2) 2013
3.4.D Cooperating Teacher Training Advanced Program (Spec Ed)
3.4.D Part Time Faculty Pilot Evaluation Form
3.4.D Spring 2013 Cooperating Teacher Evaluations
3.4.D Evidence Cross Reference (1.4.H)
3.4.E Initial Programs Student Teacher Handbook
3.4.E Music Initial Program Student Teacher Handbook
3.4.E School Library Media Practicum Guidelines
3.4.E School Psychology Practicum Handbook (Part 1)
3.4.E School Psychology Practicum Handbook (Part 2)
3.4.E Special Education Intern Handbook
3.4.E Sample Candidate Support Elementary MA/TCP
3.4.E Sample 3 Way Meeting Mtg with Elementary Candidate
3.4.E Cooperating Teacher Meeting for Sec Foreign Language
3.4.E Sample Practicum Outreach (Secondary)
3.4.E Sample Letter to Clinical Faculty (Elementary)
3.4.E Sample Feedback on Clinical Faculty from Completer Survey
3.4.E Sample Email Exchange in Special Education
3.4.F Assessment Instruments and Scoring Guides used for Data Collected from Field Experiences
3.4.G Aggregate Data on Candidates Entering and Exiting from Clinical Practice

See **Attachment** panel below.

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

4.1 Diversity

How does the unit prepare candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area?

Undergraduate Foundations Courses (required of candidates enrolled in all School of Education programs):

Syllabi and common tasks for the three foundations are required for all early childhood, elementary, and secondary teacher candidates (EDC 102/502/503, EDC 250, and EDC 312/512) courses. One or more of these courses are required for Kinesiology, Music Education, School Psychology, and School Library Media Services candidates. In these foundational courses, activities, assignments, and experiences are

provided that enable candidates to develop an awareness of the importance of diversity to teaching and learning.

Core Program Courses:

As candidates advance in their programs, they take courses that prepare them to understand diversity in more depth and to adapt instruction for a diverse student population. In the majority of courses, there is at least one assignment that enables candidates to address an aspect of diversity. These assignments have been listed on program specific curriculum maps of tasks that address diversity vision indicators and that specify the accompanying RIPTS, providing confidence in the scope and sequence of sequential diversity courses and related diversity experiences (see evidence 4.4.B for all Curriculum Maps).

For all initial licensure programs, lesson plans and assignments in methods courses must include specific and measurable provisions for diverse learners. Undergraduate candidates in all programs also complete a comprehensive formal and informal assessment of student learning during student teaching, identifying the needs of diverse learners in the class, and assessing these learners. URI candidates then provide the necessary goal-driven remediation to their candidates prior to teaching the next concept.

Student teachers attend all school-site workshops and meetings addressing planning instruction to meet the needs of diverse learners. Many of the pre-candidates teaching and student teaching placements serve children in diverse settings, including Central Falls, Providence, and Pawtucket. As of fall 2010 (Secondary Education) and fall 2011 (Elementary Education), all candidates are placed in urban or urban ring schools with significant numbers of ELL students. Candidates in related certifications may select to extend their certification in ESL with additional coursework and field work.

Through the Office of the Provost's Grand Challenge Initiative, two faculty members, Dr. Adam Moore and Mona Niedbala, have created a new university-wide course, "Social Justice and Education." Drs. Susan Brand and Annie Russell also created a university-wide diversity-infused course, "Creating a Culture of Caring".

Graduate Level Programs:

In Kinesiology Dr. Emily Clapham, Assistant Professor of Kinesiology, has recently introduced a course entitled Disability Sports (KIN 585). This blended course is partially taught at the Narragansett Town Beach and at the URI Tootell Aquatic Center. Teacher candidates work actively with children with disabilities.

The MA program in Special Education was implemented in the fall of 2009. 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. On their first attempt, all candidates from the program have passed the Praxis test, "Special Education: Core Knowledge and Mild to Moderate Applications," required for special educator licensure in Rhode Island. Each candidate is placed in an urban setting for at least one of the two major field placements in this program. Since 2009, candidates in this program have tutored in a reading clinic serving local K-12 children for one semester and have visited TECH Access Rhode Island and Boston's William W. Henderson Inclusion School, acclaimed sites that enlist innovative technology applications for students with disabilities.

Dr. Adam Moore installed the Council for Exceptional Children (CEC) student chapter at the university in 2010. The CEC student leaders have invited people with disabilities, parents of children with disabilities, program directors from various community organizations serving people with disabilities, and have organized events supporting people with disabilities for candidates in the School of Education

and the College of Human Science and Services.

Associate Professor Mona Anne Niedbala, URI Curriculum Materials Librarian, developed a workshop for training teacher preparation candidates to use technology for students with exceptionalities. Since 2010, Education candidates have been instructed how to use various universal design for learning (UDL) technologies (UDL) including Boardmaker, Dragon NaturallySpeaking, Kurzweil 3000, Inspiration, and Kidspiration.

Candidates in the Reading master's program explore methods of intervention for students with special needs (EDC 562, Methods of Intervention for Struggling Readers and Writers); prepare a diagnostic analysis and case report (EDC 564: Diagnosis of Reading Difficulties and EDC 566: Intervention in Reading Difficulties and II); design and implement a classroom research project (EDC 567); and create a culture project (EDC 563). In order to meet the needs of diverse populations, this program has partnered with a local school district and its family engagement component.

Candidates in Library Media write a strategic plan for services to the diverse library community (LSC 502); create a website design projects to meet standards for diverse learners (LSC 508); create a unit plan including diverse learners (LSC 520 and 527); participate or attend Diversity Week each September (LSC 520); and plan a program of services for diverse learners (LSC 525).

In the School Psychology graduate program, virtually all courses and field experiences address diversity and/or multiculturalism. Candidates prepare an inclusion paper in PSY/EDC 683, Seminar: Psychology of the Exceptional Child. In PSY 600, Multicultural Issues in Psychology and PSY 665, Developmental Psychopathology, they present to the class, and in PSY 670, Field Experience, they are supervised and evaluated in a field experience serving a diverse population.

In the PhD in education program candidates complete weekly readings and discussions about diversity and reform (EDP 610 and EDP 611): Issues and Problems in Educational Inequity and Foundations, and in (EDP 622)—Service Learning in Education—candidates complete a full semester service learning project.

Faculty and Group Engagement in Diversity:

Brown University Educational Alliance Training: Drs. Terry Deeney, Diane Kern, and Jay Fogleman have been trained as Fellows in the Project BRITE (Brown's Response to Improving Teacher Education) at Brown University Educational Alliance (2010-2012).

Faculty Disabilities Mentor Program via Office of Disability Services: Drs. Eichinger and Brand serve as SOE Disabilities Mentors; they are trained liaisons to the Disabilities Services Office and offer support to faculty regarding working with students with special needs.

GLBT Fellows Program:

School of Education faculty members Drs. Brand and DeGroot, along with several other HSS faculty members, received training by Dr. Ann Marie Vaccaro, an HSS faculty member, and HSS Associate Dean Delores Walters. The fellows convened once per month for one year, serving as GLBT Fellows in 2011-12 and 2012-13, respectively. GLBT Fellows presented on a university-wide panel at the Multicultural Center in the spring of 2012.

Kappa Delta Pi (KDP):

In the past six years, KDP has engaged over 1,000 candidates, faculty members, teachers, and parents in

outreach to diverse populations, including the annual Martin Luther King, Jr. Day of Service, Bullying Prevention Programming, and Urban School Family Literacy Nights. In the past seven years, our URI chapter has received five awards for its leadership and initiative in serving diverse populations, including a 2013 Educational Mission Trip to Peru and annual donations to autism awareness groups and other at-risk populations.

Martin Luther King, Jr. Day of Service and Bullying Prevention Programs, a collaborative effort with the URI Multicultural Center and the School of Education, annually transport several hundred middle school students from urban schools—including Anthony Carnevale, UCAP, Paul Cuffee, and Highlander Charter School—to URI.

Safe Zone Training:

For the past two years, many SOE and HSS faculty attended Safe Zone Training, which was sponsored and taught by the director of the URI GLBTQ Center, Dr. Annie Russell. The 2014 training course enrolled six faculty members and the faculty Safe Zone Training enrolled 28 and 27 faculty members in both 2012 and 2013, respectively.

Jumpstart RI:

In 2012, the School of Education received a federal grant from AmeriCorps/Jumpstart for housing Jumpstart URI within the School of Education. Jumpstart enrolls approximately 85 AmeriCorps volunteers from various departments at URI each year. These volunteers teach literacy skills to assigned groups of diverse young children weekly at preschool sites that house high numbers of diverse students statewide. Jumpstart is a valuable resource for the School of Education in attracting diverse candidates into the School of Education and in cross-campus collaboration.

Honors Colloquium:

Dr. Diane Kern and David Byrd facilitated a successful, campus Honors Colloquium series that was attended each week by hundreds of candidates, faculty, and community members. Many of the invited speakers are renowned for their work with diversity. Following the lecture series, professors shared the recorded talks with their candidates in education and education-related classes.

10000 character limit

4.2 Moving Toward Target or Continuous Improvement

Please respond to 4.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 4.2.b.

4.2.a Standard on which the unit is moving to the target level

- ☐ Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
- ☐ Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- ☐ Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

15000 character limit

4.2.b Continuous Improvement

- ☐ **Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.**
- ☐ **Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.**

Continuous Improvement (School of Education Diversity Plan):

Since the last full NCATE visit in 2008, the School of Education has addressed many facets related to diversity and has adopted the following abbreviated action plan. The full action plan has been uploaded as an evidence file under 4.4.G, but also pertains to 4.4.H and 4.4.I.

Action Plan:

The action plan is organized in the following way. First, the diversity goal is articulated. Second, actions taken to meet this goal since the last NCATE accreditation visit are presented. Third, next steps toward meeting these goals are delineated.

Goal 1. To enhance culturally responsive instructional and assessment practices among candidates by embedding instruction in this area throughout the candidates' preparation programs in a systematic fashion.

Steps taken to meet this goal:

As a result of program evaluation and modification among the early childhood, elementary, secondary, and physical education programs, EDC 402, Teaching Students with Special Needs in Inclusive Classes is now a required course for all candidates in these programs.

The MA program in special education was approved and began in the fall of 2009 for elementary candidates and the fall of 2010 for secondary candidates. Each course in the two preparation programs was designed to teach candidates about working with students with special needs.

A School of Education faculty member, Dr. Adam Moore, started the Council for Exceptional Children (CEC) student chapter at the University in 2010. The URI CEC student leaders have invited people with disabilities, parents of children with disabilities, program directors from various community organizations serving people with disabilities, and have organized events supporting people with disabilities for students in the School of Education.

Associate Professor Mona Anne Niedbala, URI Curriculum Materials Librarian, developed a workshop for training teacher preparation candidates to use technology for students with exceptionalities.

As of fall 2010, all secondary education students are placed in urban or urban ring schools with significant numbers of English language learners (ELLs).

As of fall 2011, all elementary students are placed in year-long urban/urban ring elementary schools with significant percentages of learners reflecting diverse populations (e.g. ethnicity, race, SES, and language).

Through the Office of the Provost's Grand Challenge Initiative, two faculty members, Adam Moore and

Mona Niedbala have created a new university-wide course, "Social Justice and Education."

The School of Education received a \$1.2 M grant from the National Science Foundation in October 2013 to increase the diversity and number of science, technology, engineering, and mathematics majors by recruiting and supporting them to teach in high-need school districts. The URI Robert Noyce Teacher Scholarship Program (Anne Seitsinger, PI) will support 20 students and 5 STEM career changers through loan-forgiveness scholarships over the next 5 years. Six students, including four women, have been awarded \$134,000 to date.

Next Steps:

Dr. Adam Moore, appointed member on the President's Commission on Equity and Inclusion for People with Disabilities at URI, will disseminate recommendations of the Commission to further develop culturally responsive instruction for people with exceptionalities in teacher preparation courses.

Goal 2: To increase the diversity among faculty at URI and at school sites.

Steps taken to meet this goal:

Ms. Melissa Moniz, an adjunct faculty member who speaks fluent Spanish and Portuguese and works as a bilingual special educator in a Title 1 school serving a low income student population, was hired in 2010 to teach students in EDC 402 (Including Students with Disabilities in General Education Classrooms).

The College of Human Science and Services hired an Experiential Education Coordinator/Liaison, Diana Marshall, in March 2012. Ms. Marshall will provide on-going services to all faculty in the college by bridging disciplines, promoting students' service learning in diverse settings, volunteer work, civic engagement, externships, and internships.

As part of every search conducted for SOE faculty members, proactive steps are taken to attract faculty members from diverse backgrounds. These include: money allocated for advertising fully describing URI's commitment to attracting diverse faculty candidates in each advertisement.

From July 2013-July 2014, Dr. Julie Coiro and SOE Director Dr. Byrd hosted Dr. Carla Coscarelli, a full time visiting scholar from Brazil, who is a linguist specializing in language development and Internet comprehension. Dr. Coscarelli attended faculty meetings and SOE classes (EDC 423, EDC 448, EDC 586) and worked with elementary, secondary, and doctoral students, providing exposure to diverse cultural expectations and perspectives on education and literacy learning.

Next Steps:

Dr. Susan Trostle Brand, with support from Dr. Byrd, has confirmed a full time visiting lecturer from China, Dr. Liping Zhou, to assist URI SOE with research, teaching, presenting, and writing in the areas of Early Childhood Education and Universal Design for Learning. Dr. Zhou's visit is scheduled for February 2015-February 2016.

Drs. Byrd and Brand are also co-sponsoring a visit from a research scholar from Korea for the 2014-2016 academic years: Dr. Yeonsuk Yang, who will collaborate and lead research efforts in the School of Education relating to preschool curriculums addressing diversity, education for sustainable development, and Universal Design for Learning.

The SOE will continue to work with Dr. Alycia Mosley Austin, URI's Director of Graduate Diversity

Affairs to identify additional strategies to attract faculty from diverse backgrounds and implement these strategies on a consistent basis.

Goal 3: To increase the diversity of candidates in both initial and advanced programs through recruitment and retention.

Steps taken to meet this goal:

Through initiatives from freshman orientation to a teacher scholars program we have been able to have increased from 2011 to 2012 the following: Hispanic Latino from 11 to 18 up 64%, American Indian from 1 to 3 up 200%, Asian enrollment from 5 to 6 up 20%, and two or more races from 3 to 6 up 100%, Black decreased 7 to 6, down 14%. Overall the SOE has made gains in attracting diverse candidates since the last visit.

Faculty from the MA program in special education presented at the 2011 Diversity Week about inclusive practices to both educate and recruit candidates to the MA Special Education program.

Drs. Sandy Hicks and Diane Kern conduct freshman orientation sessions each summer. They encourage students from minority backgrounds to consider teaching. Both Dr. DeGroot and Dr. Hicks do University College advising weekly. They provide continuity in advice and encouragement for students from minority backgrounds.

To enhance candidate retention, SOE has worked with the Curriculum Materials Library in providing materials and support for the Praxis I and II exams, as well as the Principles of Teaching and Learning Exam. There is also a test preparation course (EDC 279) that candidates can take to prepare them for the entrance PRAXIS I exams.

Physical and Health Education Teacher Education (PHETE) faculty worked with personnel from the Educational Testing Service (ETS) in setting up a two, half-day workshops at URI in 2012. The focus of the workshops explored factors that contribute to success for candidates taking licensure tests. As a result, SOE faculty learned methods to better prepare their teacher candidates in taking licensure and content tests.

The Ph.D. in Education program has admitted 63 new students since 2008. Five are minorities and six are international students.

Goal 4: To increase opportunities for interactions with students from diverse backgrounds for our candidates in field placements in P-12 schools

Steps taken to meet this goal:

As part of the admission process for the teacher preparation program, all students are expected to show evidence of a range of relevant experiences with diverse populations. Students submit a portfolio that includes a major diversity component, and they also participate in individual interviews to illustrate their experiences with diverse populations. Admission to the program relies strongly upon students' attitudes toward, and experiences with, diversity.

A concerted effort has been made to place all students in an urban setting (Providence, Pawtucket, Central Falls, and Newport) for their initial field placement (EDC 250). This ensures that all candidates have opportunities to interact with students from lower socioeconomic levels, from various races and ethnicities, who have IEPs, and who speak a primary language other than English.

Students in the MA programs in special education have had at least one field placement in an urban setting since the beginning of the program in 2009 (elementary) and 2010 (secondary).

Students in the MA program in special education have visited the Dr. William W. Henderson Inclusion Elementary School in Boston, MA each year since 2009. The Henderson Elementary, a school part of the Boston Public Schools, is internationally known for its inclusive practices.

Students in the MA program in special education have visited TechACCESS of Rhode Island, a non-profit organization serving local schools and community members in meeting the low and high technology needs of individuals with disabilities.

Next Steps:

Efforts have been successful to be more systematic about the selection and documentation of field placements so as to afford our candidates the most diversity across their field placements. This will continue to be an area of emphasis for the School of Education.

10000 character limit

4.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard.

Progress the Unit has made toward increasing teacher candidates' opportunities to interact with faculty from diverse populations:

Since our last report in 2008, URI has continued to build a culture of learning that values and celebrates diversity among faculty and candidates, as stated in its Strategic Plan: 2006-2009 Steps Toward Transformation (see university-wide Initiative 3: Goals 1-4). In particular, URI's School of Education continues to affirm the belief in and value of diversity in its Core Beliefs Statement (see 4.4B).

To that end, the focus of goal 2 of the URI SOE Diversity Plan is "to increase the diversity among faculty at URI and school sites." As part of every search process, proactive efforts have been taken to attract faculty members from diverse backgrounds. These include explicit advertising to attract diverse candidates and asking individual faculty members to contact potential faculty members from diverse backgrounds. These efforts have resulted in an increase in diversity among faculty members with which SOE candidates and full-time faculty can interact.

In 2010, Ms. Melissa Moniz, who speaks fluent Spanish and Portuguese and works as a bilingual special educator in a Title One school serving a low income student population, was hired to teach candidates in EDC 402 (Including Students with Disabilities in General Education Classrooms). Her own diverse experiences and expertise in serving students from low-income and diverse backgrounds are infused into her instruction. In 2013, Leah Lubman, a media specialist at Paul Cuffee School, a charter school in Providence, RI with a very culturally and linguistically diverse student body, was hired to teach EDC 562 (Literacy for Multicultural Populations) and share her knowledge about second-language learning and cultural diversity with candidates and faculty in the MA Reading Program.

From July 2013-July 2014, Dr. Julie Coiro and SOE Director Dr. Byrd hosted Dr. Carla Coscarelli, a full time visiting scholar from Brazil, who is a linguist specializing in language development and Internet comprehension (see vita in 4.4G). Dr. Coscarelli attended faculty meetings and SOE classes (EDC 423, EDC 448, EDC 586) and worked with elementary, secondary, and doctoral candidates,

providing exposure to diverse cultural expectations and perspectives on education and literacy learning. Dr. Coscarelli's visit also offered opportunities for candidates and faculty to interact with and co-author articles with a scholar in a language other than English (see co-authored piece in 4.4G). Dr. Coscarelli also gave two presentations in her native language, Portuguese, to parents and students in Central Falls, RI to prepare families for life in a digital age and will present at URI's 2014 Summer Institute in Digital Literacy.

The SOE has also confirmed several visiting scholars for 2014-2016 (see vitae in 4.4B). Drs. Coiro & Byrd have confirmed two full time visiting scholars from Sakarya University in Turkey, Professor Havva Yaman and her doctoral candidate, Tugba Dmirtas, who teach in the Turkish Language Department and bring expertise in digital literacy and technological tools in language education. Dr. Yaman and Ms. Dmirtas will visit from January 2015-January 2016 to interact with SOE candidates and faculty while collaboratively conducting research on language education curricula and the integration of online literacy and language skills into the K-12 curriculum.

Dr. Susan Trostle Brand, with support from Dr. Byrd, has confirmed a full time visiting lecturer from China, Dr. Liping Zhou, to assist the SOE with research, teaching, presenting, and writing in the areas of Early Childhood Education and Universal Design for Learning. Dr. Zhou's visit is scheduled for February 2015-February 2016 (see vita 4.4B).

Drs. Byrd and Brand are also co-sponsoring a visit from a research scholar from Korea for the 2014-2016 academic years: Dr. Yeonsuk Yang, who will collaborate and lead research efforts in the School of Education relating to preschool curriculums addressing diversity, education for sustainable development, and Universal Design for Learning.

Beginning in 2011, SOE faculty also benefitted from efforts led by Dr. Delores Walters the Associate Dean for Diversity in the College of Human Science and Services to assist in recruiting underrepresented minority candidates and faculty to URI (see 4.4G for more details). The School of Education will continue to work with Dr. Alycia Mosley Austin, URI's Director of Graduate Diversity Affairs to identify additional strategies to attract faculty from diverse backgrounds and implement these strategies on a consistent basis.

Progress the Unit has made toward increasing teacher candidates' opportunities to interact with peers from diverse populations:

Since our last report in 2008, the SOE has also continued efforts to recruit, retain and promote opportunities for undergraduate and graduate candidates to interact with peers from diverse populations.

Talent Development (TD) Program serves Rhode Island high school graduates who come from disadvantaged backgrounds. The majority of TD students are of color. TD recruits students with college potential, admits them through a rigorous Summer Program, provides them with an assigned academic advisor, and retains students with financial and other assistance. Most TD students receive the need-based Hardge/Forleo Grant.

Through collaborating with community colleges, efforts to attract minorities into teaching are enhanced. An articulation agreement exists between URI and the Community College of Rhode Island in terms of course transfers, making it easier for students transferring to URI from CCRI to enter the teaching profession.

In Fall 2014, Mr. Melvin Wade, Director of the URI Multicultural Center and Dr. Susan Trostle Brand, Professor of Education, visited three urban schools in Providence, RI: the Urban Collaborative Accelerated Program (UCAP), Highlander Charter School, and Paul Cuffee Charter School, to meet for

a full day with administrators from these schools. Personnel at all three schools expressed an interest in forming partnerships with the University of Rhode Island, including students' and administrators' regular attendance at the February Martin Luther King, Jr. Event, and the October Diversity Week Events. In addition, personnel at the three schools requested that the School of Education collaborate with the urban schools to involve teachers in workshops and training, teaching URI courses as adjunct instructors, and working together on grants and other funding efforts to bring needed supplies and resources into these underserved schools.

A partnership formed with Central Falls Schools and two Providence Schools (Paul Cuffee and Highlander Charter Schools) will also provide strong linkages between faculty members from URI and potential future teacher candidates (particularly Latino students who compose the majority of students at CFHS). Each spring semester, through Kappa Delta Pi Honor Society in Education, Dr. Susan Trostle Brand and many education candidates conduct a Literacy Alive! program in an urban school. In 2013, this urban program involved several education candidates and urban youth in a "Pay It Forward" writing contest at the Highlander Charter School at which the Commissioner of Education, Deborah Gist, awarded monetary prizes and certificates of merit for students' exemplary writing about peace and non-violence. Annual family literacy programs at this school and other urban schools in Rhode Island engage many of our education candidates in working with urban youth and their families in reading, storytelling, writing, crafts, and projects in these after-school events.

Each summer, Drs. Sandy Hicks and Diane Kern (representing elementary and secondary education) conduct Freshman Orientation sessions. As part of this process, they encourage students from minority backgrounds to consider teaching. Both Dr. Kern and Hicks also conduct weekly University advising (for candidates waiting to apply to the SOE). Thus, they are able to provide continuity in advice and encouragement for students from minority backgrounds.

In March 2014, a new course, EDC 280, was approved (see 4.4H). This course, entitled Teacher Program Preparation and Career Development, is intended for all candidates who plan to enter the school of education's teacher training program. One of the requirements for the program is for all candidates to take and pass the Praxis One standardized three-part test (Reading, Writing, and Math). Given the fact that, historically, minority candidates have higher failure rates on one or more sections of the test, this preparation course, which has been offered for the past three years as a temporary course, provides the necessary scaffolding and information to these candidates. This intensive training enables significantly more candidates, especially ELL candidates and others from diverse backgrounds, to pass all three sections of the test. Recruitment, support, and retention of minority candidates is therefore enhanced as a result of this preparation course.

Annual diversity scholarships are awarded each year to recognize, support, and retain diverse candidates in SOE masters or undergraduate programs. The Robert Noyce Teacher Scholarship Program is funded by the National Science Foundation (NSF) for the purpose of recruiting students pursuing science, technology, engineering, or mathematics (STEM) degrees to teach science or mathematics in K-12 schools in high-need school districts. The Eddy Scholarship, which is awarded yearly, is offered to a graduate of a Providence High School who is interested in teaching in an urban area.

The MA/Reading program has made a concerted effort to recruit diverse candidates to our program. Thus far, we have been somewhat successful in this endeavor, as we have increased our recruitment of teachers of color and men to 20% over the past two cohorts. Drs. Deeney and Coiro have also held annual Open Houses since 2011 to recruit candidates.

Other SOE faculty members have engaged in recent recruitment efforts as well. Drs. Joanne Eichinger, Bethany Hamilton-Jones, and Adam Moore, presented at the 2011 Diversity Week about inclusive practices to both educate and recruit candidates to the MA program in Special Education. Dr. Julie Coiro

presented at the 2013 Diversity Week about 21st century literacy and learning practices to both educate and recruit diverse candidates across campus to the MA program in Reading and the Ph.D program in Education.

In 2013, the National Science Foundation awarded \$1.2 million to the University of Rhode Island for its Robert Noyce Teacher Scholarship Program (Anne Seitsinger, PI). Undergraduate candidates in STEM and STEM professionals who might otherwise not have considered a career in K-12 teaching are actively invited to participate for a five-year time span (2013-2018). In 2014, scholarships for \$10,000 were awarded to a diverse range of five undergraduate candidates and two graduate candidates majoring in STEM areas (math and sciences) [see 4.4H]. New teachers will also be supported through their induction years. As a result, this initiative enables the SOE to increase the overall number of diverse candidates with STEM backgrounds with whom our teacher candidates can interact.

We have also increased opportunities for our graduate candidates in the Joint Ph.D program to interact with more diverse peers. The Ph.D. in Education program has admitted 63 new candidates since 2008; five are minorities and six are international candidates.

12000 character limit

4.4 Exhibits for Standard 4

4.4.a	Aggregate data on proficiencies related to diversity that candidates are expected to demonstrate through working with students from diverse groups in classrooms and schools, including impact on student learning
4.4.b	Curriculum components and experiences that address diversity proficiencies (This might be a matrix that shows diversity components in required courses.)
4.4.c	Assessment instruments and scoring guides related to candidates meeting diversity proficiencies, including impact on student learning (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)
4.4.d	Data table on faculty demographics (see Appendix A for an example)
4.4.e	Data table on candidates demographics (see Appendix B for an example)
4.4.f	Data table on demographics of P-12 students in schools used for clinical practice (see Appendix C for an example)
4.4.g	Policies and practices, including good faith efforts, for recruiting and retaining diverse faculty
4.4.h	Policies and practices, including good faith efforts, for recruiting and retaining diverse candidates
4.4.i	Policies, procedures, and practices that support candidates working with P-12 students from diverse groups

4.4.A Aggregate Data on all Diversity Indicators
4.4.B Diversity Curriculum Map (Early Childhood)
4.4.B Diversity Curriculum Map (Elementary)
4.4.B Diversity Curriculum Map (Secondary Education)
4.4.B Diversity Curriculum Map (Music)
4.4.B Diversity Curriculum Map (Physical Education)
4.4.B Diversity Curriculum Map (Foundations Courses)
4.4.B Diversity Component for Admission Teacher Portfolio
4.4.B School of Education Core Beliefs Statement
4.4.C Classroom Observation Form
4.4.C Final Evaluation of Student Teaching
4.4.C Informal Formal Task

4.4.C RIPTS Unit Plan
4.4.D Appendix A
4.4.E Appendix B
4.4.F Appendix C
4.4.G URI Faculty Advance Program
4.4.G Diverse Faculty Activities (Dr. Walters)
4.4.G Visiting Scholars Vita
4.4.H URI Programs to recruit diverse candidates
4.4.H URI Talent Development Program
4.4.H URI Robert Noyce Teacher Scholarships
4.4.H KDP Broucher
4.4.H EDC 280 PRAXIS I Course syllabus to help retain and recruit diverse learners
4.4.I Narrative
4.4.I All Programs Field Chart Progressions with Diversity Indicators
4.4.I Courses and Assignments directly relating to work with diverse students

See **Attachment** panel below.

Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Faculty Qualifications, Performance, and Development

How does the unit ensure that its professional education faculty contributes to the preparation of effective educators through scholarship, service, teaching, collaboration and assessment of their performance?

Faculty Qualifications, Performance, and Development:

The Unit ensures that education faculty contribute to the preparation of effective educators predominantly through the through the tenure and promotion process. Non-tenured faculty are evaluated every year, tenured faculty below the rank of professor are evaluated every two years, and full professors are evaluated every four years, with a summary report submitted at year two. Evaluation criteria includes:

- Demonstrated ability to teach effectively and/or perform effectively in other current assignments, as measured by course syllabi and student ratings
- Scholarly or creative achievements or research
- Evidence of continuing preparation and study
- Contribution to student growth and development
- Service to the university and community

Evaluations are used as a vehicle for improvement in teaching, scholarship and service through the peer evaluation process, at the Chair level, and at the Dean level. The Unit evaluates faculty work with regard to the core beliefs and mission of the unit. Therefore, there is considerable weight given to effective service and outreach that reflect the best of land-grant practices, that contribute to socially-just and equitable schooling, and that places heavy emphasis on valuing applied scholarship as well as more traditional scholarship. Through evaluations, faculty demonstrate their commitment to best professional practices in teaching. In addition, as demonstrated in their syllabi, faculty demonstrate that they are teacher-scholars who link together the conceptual framework, professional teaching standards (RIPTS), and current research in their field.

Candidates also evaluate the faculty at the completion of each semester using the IDEA evaluation forms. The IDEA Student Ratings system looks at instruction in terms of its output. Rather than emphasizing teaching style or personality, the IDEA system focuses on student learning and the methods used to facilitate it. The Student Ratings of Instruction system is distinguished by soliciting students' feedback on their own learning progress, effort, and motivation, as well as their perceptions of the instructor's use of 20 instructional strategies and teaching methods. In addition, the system surveys instructors regarding their overall goals and highlights for them in the analysis and report.

The Unit also ensures that faculty contribute to the effective preparation of educators through supporting and spearheading service and outreach efforts that bring cutting edge research and practice from the University to schools, and from school-based work to students at the University. In the 2013 fall semester, Dr. David Byrd, professor of education, and Dr. Diane Kern, associate professor of education, coordinated the University of Rhode Island's Honors Colloquium, Great Public Schools: Everyone's Right? Everyone's Responsibility? This semester-long event (<http://www.uri.edu/hc/>) brought scholars, practitioners, politicians, and state education leaders to URI to discuss issues facing public schools in the US and abroad. Each of the sessions, as well as the online broadcasts, were well attended by the entire community.

Dr. Susan Brand, professor of education, is the faculty sponsor of the Iota Sigma Chapter of Kappa Delta Pi, an international honor society in education, which was recently honored with a URI Diversity award for exposing future teachers to diversity, inclusion and nonviolence. The chapter provides students with the opportunity to work with a diverse group of students through their outreach efforts. For example, the group renovated the teachers' lounge at Bridgham School in Providence. With the collaboration of Highlander Charter School, also in Providence, members organized bake sales at Wal-Mart and Stop & Shop to buy peace-themed literacy books for schools. They also launched the popular "Pay It Forward" essay contest focusing on friendship themes for students in grades 1 through 4. Members visited Lima, Peru last summer to promote learning in impoverished areas and donated books to schools in Costa Rica and Beijing. Members also hosted bullying prevention and transgender workshops at URI Diversity Week; coordinated activities with URI Operation Jumpstart; and provided volunteer support at the URI Special Olympics.

Dr. Julie Coiro, an associate professor in the reading education program, working with Dr. Renee Hobbs of the Harrington School of Communication and Media, coordinated the first summer institute for digital literacy (<http://harrington.uri.edu/event/summer-institute-in-digital-literacy/>) in 2013. The institute brought URI undergraduate and graduate students together with local, national and international educators to learn best practices to support digital literacy. The success of this institute led to Dr. Coiro creating a four-course certificate program in digital literacy that was recently approved by the URI Faculty Senate. Dr. Coiro has also received a research award from the International Reading Association to conduct research into high school students' online synthesis. Both graduate and undergraduate students work on this project, which gives them not only access to research, but to cutting edge practices in the field.

Dr. Adam Moore, assistant professor in special education, is the faculty sponsor for the URI Chapter of the Council for Exceptional Children. In the past several years, Dr. Moore and his graduate students have brought a variety of parents, teachers, and administrators to speak with URI graduate and undergraduate students about issues facing students with special needs and their families. One of these presentations was featured in the URI student newspaper, "The Good Five Cent Cigar" (http://www.ramcigar.com/professor-proposes-positive-method-to-deal-with-behavior-problems-in-classroom-1.2128461#.U3y9li_HL8B), attesting to its impact on students.

Dr. Terry Deeney, associate professor in the reading education program, provides undergraduate and graduate students the opportunity to work with community children with literacy difficulties through the URI After School Literacy Program. The After School Literacy program is a community outreach program for Rhode Island students who struggle with grade level reading and writing. It is the clinical practicum for URI graduate students enrolled in the master of arts in education/reading specialization program; and a service opportunity for URI education undergraduates.

Drs. Kathy Peno, professor of adult education and Elaine Silva-Mangiante developed a mentoring model (POMM) that is used when training cooperating teachers to mentor student teacher candidates. Cooperating teachers are trained to scaffold student teachers development by providing opportunities for student teachers to reflect on their practice and envision improved practice in teaching, assessment and lesson development to name a few.

Given our commitment to educator preparation that meets local, state, and national needs, Dr. Anne Seitsinger, professor of education, recently received a 1.2M Robert Noyce Scholarship Grant from the National Science Foundation (<http://www.uri.edu/news/releases/?id=6751>) to recruit undergraduate STEM majors and STEM professionals who might not have considered a career teaching in kindergarten through grade 12. Specifically, scholarship money will support 20 undergraduate STEM majors at URI and five STEM professionals, such as chemists or engineers, who want to obtain their master's degrees in education.

Dr. Emily Clapham, assistant professor in Physical and Health Education coordinates an experiential learning course for the Adapted Physical Education Program where URI physical education candidates can engage in investigative learning—teaching community members with disabilities adapted aquatics, fitness, and even surfing. The URI candidates learn skills that enable them to alter their teachings in any physical education program to meet the needs of each individual child they work with. More than a learning experience for the students, Dr. Clapham's candidates are doing important outreach in the community, building connections with the students and their families.

To ensure continued faculty excellence, new faculty members are chosen based on qualifications, experience, and expertise in the field. For example, our most recent hire in special education, Dr. Adam Moore, was a practicing special needs teacher in the Boston Public Schools, providing him with a wealth of experience and expertise in both urban and special needs issues. Additionally, he demonstrates exceptional research skills, recently being awarded the outstanding dissertation award in non-STEM fields by the University of Rhode Island Graduate School (http://www.uri.edu/gsadmis/gs_apply.html).

Dr. Sara Sweetman, a new faculty member in elementary science, not only has experience as a science educator, but directs the GEMS-Net program that works to improve science practices in elementary classrooms across the state. Dr. Sweetman has also worked to bring science into students' homes through popular media, consulting with Children's Television Workshop (<http://www.uri.edu/news/releases/?id=6034>) on segments of Sesame Street and The Electric Company.

All full-time professional education faculty at URI have earned doctorates in their field of expertise. School-based and URI clinical faculty all have Rhode Island certification and must have been a teacher

of record for a minimum of three years, along with meeting other specific requirements from the respective SOE Criteria.

10000 character limit

5.2 Moving Toward Target or Continuous Improvement

Please respond to 5.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 5.2.b.

5.2.a Standard on which the unit is moving to the target level

- ☐ Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
- ☐ Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- ☐ Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

15000 character limit

5.2.b Continuous Improvement

- ☐ Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- ☐ Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

Continuous Improvement:

With respect to professional development in teaching, the University offers workshops, tailored assistance, and mid-semester course evaluations in college teaching to any interested faculty member through the Office of Instructional Development. Many faculty take advantage of this service on an as-needed basis or by engaging on a year-long basis as faculty development interns. This program recognizes and honors diversity of teaching and learning styles. They look for practical responses to instructional challenges, and attend to the research on teaching and learning. The Teaching Fellows Program brings together 12 to 15 faculty interested in meeting regularly over the academic year to explore several topics related to teaching and learning in depth.

Teaching Fellows participate in a variety of activities and meetings, including:

- A day-long orientation meeting focused on learning styles
- The course planning workshops held the week before fall semester begins
- A seminar that meets every other week throughout the fall and spring semesters (IDP staff select fall semester topics; Teaching Fellows identify topics for spring seminar meetings)
- Individual consultation focusing on at least one course each semester

In addition to the Teaching Fellows Program, faculty members have participated in the Online Teaching Fellows Program (OLTF). The OLTF Program has been redesigned to better serve the needs and time

constraints of the URI community interested in Online and Blended Pedagogy. Completion of the program will now entail 3 sections; faculty can choose to complete all three, or to participate in the workshop(s) that will fit their individual pedagogical goals. The inspiration for this program came about due to the increased interest in attracting students for distance or hybrid learning; faculty members felt they needed more training to meet the needs of these students effectively.

Monetarily, the SOE and the CHSS provide funding for non-tenured faculty with limited funding for faculty with tenure to attend national and international conferences at which they are presenting. Suggestions for participation are made through the peer evaluation, the Chair, and the Dean's office.

The School of Education provides several professional development opportunities for faculty. Annually, the SOE sponsors an invited talk (The Finkelstein Lecture) from a renowned scholar/practitioner for students and faculty. The College of Human Science and Services (CHSS) provides its untenured faculty many professional development opportunities through the mentor project.

Faculty have gained professional development through 105 different national and international conferences, many of which multiple faculty members attended (for example, 5-10 faculty members attend the annual conference of the American Education Research Association, one of the 105 conferences mentioned). In addition, faculty have attended many University-sponsored conferences, workshops, and lecture series (such as URI's annual Diversity Week, ADVANCE series, the URI Honors Colloquium, mentor training, and tenure and promotion workshops), university-sponsored events (such as the mentoring project), and Unit-sponsored events (such as the annual Finkelstein lecture). In addition, faculty attend local professional development activities, such as conferences of local chapters of professional organizations and workshops sponsored by the Rhode Island Department of Education and the Dunn Institute.

Revisions in the advising procedure by faculty have produced a more cohesive and clear pathway for candidates to follow. Faculty from all majors come to University College for Academic Success to meet with students in their majors for the first two years, after which students will matriculate into the college from which they will graduate. Candidates meet with their designated education advisors to ensure they are on track for admission into the SOE and for graduation. Elementary and Secondary Education have also utilized trained graduate assistants from their programs for advising. To reach out to more candidates, advisors have begun to utilize URI 101 class session and Living Learning Community advising sessions. In both of these cases, groups of candidates are advised by one or more advisors and this helps to avoid misinformation from other sources. Advisors noticed that many candidates ask the same questions and have the same concerns in their first two years at URI, so group advising sessions helped address the process more effectively.

Faculty advisors at University College also employ contact logs, the online record of an advising session, generated through PeopleSoft. In these logs, advisors can record the type of meeting, the topic, what was discussed, lift advising holds, and send a message to other faculty members. These logs also help advisors know what was discussed either in a previous meeting with a candidate or if the candidate met with another advisor; this is particularly useful if the candidate is changing majors.

Knowing how crucial effective field experiences are to candidate performance and success, the Office of Teacher Education has both expanded and focused on specifically including ESL and special education placements. One example is the collaboration with Inspiring Minds, an educational nonprofit that works with volunteers for the Providence school district. Sue Greenfield, director of volunteer services, works closely with the Office of Teacher Education for candidate placements in EDC 250 and now in EDC 332. The collaboration with Inspiring Minds was brought about by the need for access to urban settings for our candidates and Providence is the largest district with the most diverse schools. Through this collaboration, our candidates have gained valuable experience with at-risk and high-need students. This

experience has increased opportunities for developing strategies through direct engagement with these students.

Similarly, the Office of Teacher Education has utilized Diana Marshall, the Coordinator for Experiential Education for the College of Human Sciences and Services at URI. She was brought in to enhance the experiences of the candidates placed in middle level and ESL high school classrooms. She serves as a conduit between the Office of Teacher Education and these schools throughout the state of Rhode Island. The relationship between these partners allows for greater access to a variety of classrooms as well as increasing the quality of these placements.

To ensure consistency in candidate evaluations and experiences in their placements, the Office of Teacher Education and the program teams have conducted trainings and evaluations of the cooperating teachers and university supervisors. Drs. Kathy Peno, professor of adult education and Elaine Silva-Mangiante developed a mentoring model (POMM) that is used when training cooperating teachers to mentor student teacher candidates. Cooperating teachers are trained to scaffold student teachers' development by providing opportunities for student teachers to reflect on their practice and envision improved practice in teaching, assessment and lesson development to name a few. In conjunction to this mentor training for cooperating teachers, Mrs. Annie Kammerer, director of the Office of Teacher Education, reviews the candidate evaluation process and procedure.

Cooperating Teacher evaluations are part of the continuing efforts to provide high quality student teaching/internship placements. Formal evaluations are completed every year by the University Supervisors in four different areas. The Office of Teacher Education reviews these evaluations and collaborates with faculty and partners on future request for high quality school-based clinical faculty.

Part time faculty (PTF) undergo an evaluation process that includes a classroom observation by the department chair or Dean's designee. The purpose of the performance evaluation is to encourage the improvement of individual professional performance and to provide a rational basis for employment decisions. PTF performance evaluations, currently being implemented, are on a two-year rotation. At least one evaluation must be conducted before a decision not to reappoint can be made. These results will be used as one component in evaluating teaching effectiveness along with student evaluations and syllabus review.

The Secondary Education team has revised their curriculum due to the faculty's interest in connecting classroom content to candidates' field experiences. Instead of EDC 400 and EDC 415 being 4-credit classes with embedded field experiences, the practicums were separated and are now their own separate courses, with tasks from other education courses, taken concurrently. For instance, the new fall field experience course EDC 331 has tasks related to outcomes for EDC 400, the middle level course, and EDC 371, the educational measurements course. The sequencing of the courses allows for admitted secondary candidates to be placed in a school every semester until their graduation.

With regard to new hires, Elementary Education and Special Education hired 2 new faculty members. Elementary Education hired Dr. Sara Sweetman in fall 2014 who has experience as a science educator, and directs the GEMS-Net program that works to improve science practices in elementary classrooms across the state. The Special Education Master's Program hired a new assistant professor in the spring 2014 and a lecturer replacement for the fall of 2014.

10000 character limit

5.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFI's cited for the initial

and/or advanced program levels under this standard.

No areas for improvement were cited in the action report from the previous accreditation review for standard 5.

12000 character limit

Exhibit 5.4.a - Data table on qualifications of professional education faculty. This table can be compiled below from data submitted in the Manage Faculty section of AIMS or compiled in Excel, Word, or another format and uploaded as an exhibit.

FacultyInfo_19835_6968_88402.xls

See **Attachment** panel below.

5.4 Exhibits for Standard 5

5.4.a	Data table on qualifications of professional education faculty (This table can be compiled in the online template from data submitted for national program reviews or compiled in Excel, Word, or another format and uploaded as an exhibit. See Appendix D for an example.)
5.4.b	Data table on qualifications of clinical faculty (i.e., P-12 school professionals and professional education faculty responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice)
5.4.c	Policies and practices to assure clinical faculty meet unit expectations
5.4.d	Policies, expectations, and samples of faculty scholarly activities
5.4.e	Summary of faculty service and collaborative activities in schools (e.g., collaborative project with school faculty, teacher professional development, and addressing the needs of low performing schools) and with the professional community (e.g., grants, evaluations, task force participation, provision of professional development, offering courses, etc.)
5.4.f	Policies, procedures, and practices for faculty evaluation (including promotion and tenure) and summaries of the results in areas of teaching, scholarship and service
5.4.g	Policies, procedures, and practices for professional development and summaries of the results

5.4.A Appendix D
5.4.B Data Table on Qualifications of Clinical Faculty (URI Supervisors)
5.4.C Schol of Education Pilot Part Time Faculty Observation Form
5.4.C AAUP Part Time Faculty Contract (Evaluation Section)
5.4.C Criteria for the Selection of Clinical School Based Faculty
5.4.C Criteria Clinical Part Time Faculty
5.4.D Faculty Scholarly Activity 2010-2014
5.4.D Summary Table of Scholarly Activity
5.4.E Summary of Service Activities by Department
5.4.F Promotion and Tenure Summary (Unit Wide)
5.4.F School of Education Promotion and Tenure Proceedure
5.4.F Department Peer Evaluation Form
5.4.F General Instructions for the Online Faculty Review Process
5.4.F Common Template of Letter for Seeking External Reviewers
5.4.F Dept Chair Promotion and Tenure Committee Recommendation Form
5.4.F Faculty Annual Review, Promotion and Tenure (Provost)

5.4.F University Manual (Rank, Tenure & Promotion)
5.4.G Instructional Development Program
5.4.G Instructional Development Program Consultation
5.4.G Instructional Development Program Resources
5.4.G Instructional Development Program Workshops
5.4.G HSS Dean Professional Development Funds Memo and Form
5.4.G Provost's Fund - Faculty Development Fund Policy
5.4.G Provost's Fund - Faculty Development Fund Request Form

See **Attachment** panel below.

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Unit Governance and Resources

How do the unit's governance system and resources contribute to adequately preparing candidates to meet professional, state, and institutional standards?

Unit Governance and Resources:

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

At the point of admission to the University of Rhode Island, all students indicating an interest in the education field or who are identified as a teacher scholar for early admission are given an orientation during which program requirements and the process, evidence, and criteria for admission to their respective teacher education programs are outlined. Each undergraduate student is paired with a University College Advisor with expertise specific to his or her prospective program. After admission to a teacher education program (typically during the sophomore year if they are not a teacher scholar) candidates continue to be advised by a faculty member in the School of Education grouped by certification program. The SOE webpage has information on program admission and advisement.

A test preparation course for the PRAXIS I is offered for candidates needing to pass the exams for admission into the programs. For initial teacher education programs, portfolio development informational meetings are provided relative to admission criteria and assessments. The date, time, and location of these sessions are posted on the School of Education website. Graduate candidates typically consult with members of the teacher education faculty prior to application for admission. The graduate school website offers candidates information for applying to graduate school online.

Candidates and advisors also have the opportunity to review advising transcripts, which provide an electronic match between requirements and courses completed. In addition, accepted candidates have a TaskStream account, which offers them an outcomes assessment portfolio to which they upload critical

performances and are assessed by faculty using performance-based rubrics. Through these processes, candidates and advisors have online materials available for real-time advisement purposes.

Funding for support of permanent faculty is the majority of the budget in the SOE and represents the primary basis for support of the Unit. Institutional budget comparisons are difficult since the SOE is somewhat unique within the University structure. Allocations do permit faculty teaching, scholarship, and service to continue, and we persist in having an impact on PK-12 education and our colleagues in the Colleges of Arts and Sciences and Environment and Life Sciences. High quality work continues within the Unit with support coming both from the Unit budget, but also significant resources from external grants and projects.

Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities including teaching, scholarship assessment, advisement, work in schools and service, but also to professionally contribute to a community, state, regional or national basis.

Policies and faculty assignments are governed by the URI Collective Bargaining Agreement-Workload. Faculty workload is governed by many factors including, but not limited to, teaching, serving on committees, student advising, scholarly activities, and service to the university and community. The contract outlines a teaching load of 9 credit hours per semester. However, the Director sets the specific load on a yearly basis. For example, there is additional release time for Team Leaders, recognizing the time and effort needed to coordinate program teams. In addition, the Director has reassigned time to coordinate programs, conduct research, and pursue special projects. The workload policies have resulted in faculty who contribute leadership internally in the institution, to the public schools, and to national, state and, local organizations.

The School of Education adheres to a supervision policy whereby faculty members do not supervise more than 15 candidates in a full-time assignment in professional education. The "partnership district" concept in the Office of Teacher Education will enhance our supervision capabilities. University supervisors have fewer sites to travel to, as candidates tend to be clustered at partnership schools. Our clinical faculty are valued as colleagues and included in activities of the Unit. The use of part-time faculty for supervision is based on individual expertise and professional experience.

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

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

been made in the support staff through regular upgrading department office workstations.

The University of Rhode Island has benefited from a 29 million-dollar bond program to improve its technology infrastructure. Most of our offices and classrooms now have high-speed Internet connections. Our students have access to hundreds of workstations on campus. During the last five years, technology-enhanced classrooms have been created in the Chafee Building which houses many of the classrooms used by the School of Education. New tables and chairs were purchased for four of the largest classrooms in the SOE, creating teaching and learning environments that are desirable for faculty and candidates.

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

URI teacher candidates and faculty have access to the Curriculum Materials Library's collection that provides approximately 14,500 textbooks, kits, media, reference, professional resources, juvenile and young adult books and ebooks, maps and globes. The collection also includes an Ellison letter cutter machine with dyes, a binding machine and a paper cutter that are used by pre-service teachers to produce classroom materials. The Curriculum Materials Library (CML) offers a computer lab with 70 desktops and laptops, a printer, a scanner, video cameras and three Smart Boards. The instructional software programs available include: Mac and PC applications, Inspiration, Kidspiration, InspireData, DreamWeaver, SnagIt, HyperStudio, TurningPoint, and Notebook collaboration software. The assistive technology software programs include: Boardmaker, Kurzweil, Dragon Naturally Speaking, and Math Talk. The CML is the center for teaching and learning activities such as information literacy classes, technology workshops, and the Reading Clinic. In the 2013-2014 academic year the Curriculum Materials Library offered 101 library sessions and technology workshops attended by 2,504 students.

We continue to strive to secure technology related grants. During the previous NCATE visit the SOE secured a supported Teacher Quality Enhancement Grant for 7.5 million dollars which had as one of its objectives the enhancement of technology as it relates to building content expertise. In addition, the NOMAD Project at URI (New-Order, Multi-modal, Advanced-Design learning spaces) was in process during 2008. This project focuses on linking with the nomadic learning style of "Net-Gen" students today: learning anywhere and anytime. The goal of this project was to support distributed, immediate, displayed, and archived knowledge transactions both within the room and over the Internet and make collaborative activities easier and more productive.

The School of Education established TaskStream as its chosen portfolio vendor in 2010 and has worked very closely with their staff to build a system of systematic data collection to guide program improvement. The SOE is in its 4th year with TaskStream and has recently brought graduate programs into the system. The Office of Teacher Education has completely redesigned their data management system, FileMaker Pro, to produce robust reports on program clearances and field experience progressions, as well as housing the system on a server for easier access remotely and more consistency among the teacher education programs. Professional development is provided across the Unit for the implementation of these and other program components (e.g. admissions, cooperating teacher training, observation tools, collecting program data to move toward program improvement).

10000 character limit

6.2 Moving Toward Target or Continuous Improvement

Please respond to 6.2.a if this is the standard on which the unit is moving to the target level. If it is

not the standard on which you are moving to the target level, respond to 6.2.b.

6.2.a Standard on which the unit is moving to the target level

- ☐ **Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.**
- ☐ **Summarize activities and their impact on candidate performance and program quality that have led to target level performance.**
- ☐ **Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.**

15000 character limit

6.2.b Continuous Improvement

- ☐ **Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.**
- ☐ **Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.**

Continuous Improvement through Recruitment and Advertising Efforts:

The University of Rhode Island, through the Admissions Office, coordinates activities that allow for the recruitment of candidates. To recruit candidates to our various undergraduate programs, the Unit participated in a telethon with candidates until spring 2012. This initiative was used for outreach to high school seniors who were accepted but had not yet committed to URI. URI faculty and staff would call students and discuss educational programming and answer questions. Recently the telethon was changed to an online chat room where parents are invited to ask questions. In the chat room, parents see all questions and answers, so a great deal of information is shared and discussed.

The Rhode Runners Program is run through the Admissions office, which hires regional recruiters (Rhode Runners) each fall to represent the University in our outreach efforts to prospective students. They present information regarding academic departments and opportunities available at URI. It was reported that each year, the Rhode Runners receive numerous inquiries about the School of Education. SOE/OTE has been asked to submit documents (Curriculum highlights or changes, Internships, Employment Opportunities, etc.) and training materials for these representatives so they can talk about the Education Department at URI.

The University Open House, a campus-wide open house where most departments/programs are represented, is an event where prospective students can meet faculty members and current students to learn about their experiences. During the Open House, School of Education (SOE) faculty hold information sessions for interested students and their parents to answer specific questions about SOE admissions and programming. In addition, SOE Information Sessions are held for high school students and their families where they can gather more information about the different programs.

The Majors/Minors Fair, is held in the fall and advertised to students who are undecided/undeclared in their major or to students who are unsure if they would like to continue in their major. Representatives from the School of Education are there to answer questions and broadcast the majors offered.

Lastly, the Talent Development 'Meet the Colleges Day' is a university-wide effort to expose newly accepted Talent Development students to meet key administrative staff and faculty within the various colleges on campus. Education advisors are on hand to provide information about SOE programs.

In an effort to broaden recruitment of undergraduate candidates who demonstrate strong academic potential, the SOE has initiated a new program to offer immediate acceptance into the Early Childhood, Elementary, Secondary, Music, and Physical and Health Education programs called the Teacher Scholars Program. Candidates who meet SOE scholar admission testing requirements (high SAT or ACT) and have designated a major in one of the education programs listed above are invited to participate at the time of their admission to URI. Other candidates, including transfer students, who meet the same criteria and decide to pursue education their sophomore or junior year are also accepted. In the semester prior to beginning their 2-year program, teacher education scholars are required to meet with their assigned advisor for a progress check. This assures that candidates are showing adequate progress in the four areas that are assessed for all applicants to initial programs.

Clinical and School-Based Faculty Evaluations:

Our candidates interact a great deal with teachers in the field through their clinical experiences. Instead of relying on informal feedback from them, the unit has designed and implemented evaluations of our cooperating teachers to ensure quality placements. Cooperating Teacher evaluations are completed every year by the University Supervisors in four different areas. If a cooperating teacher does not score satisfactory, a decision is made by the Office of Teacher Education on the continuation of that teacher.

Due to the increased reliance on adjunct instructors, evaluations of their classroom performance have been initiated. Though the University does utilize a student evaluation of teaching, non-faculty part-time adjuncts undergo an evaluation process that includes a classroom observation by the department chair, director, or dean's designee. The purpose of the performance evaluation is to encourage the improvement of individual professional performance and to provide a rational basis for employment decisions. The normal frequency of PTF performance evaluations shall be every two academic years from the date of inclusion in the bargaining unit. At least one evaluation must be conducted before a decision not to reappoint can be made. These results will be used as one component in evaluating teaching effectiveness.

As mentioned in Standard 5, Faculty participate in an annual review process on a rotating basis based on rank. Considerable emphasis is placed on teaching, scholarship and service with recommendations/commendations in each of these areas. This review includes peer and administrative review of faculty products and materials. Self-assessment is an important aspect of this process. Candidates also participate in this process through evaluation of teaching (IDEA) of their instructors, completed each semester.

Workload Policies and Practices:

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

programs, conduct research, and pursue special projects. University College advisors for undergraduates interested in applying to the School of Education interact with numerous candidates in a given semester, so they are also given a course release.

Professional Development Funding:

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

In order to continuously improve programs and enhance candidate experiences and performance, the Unit is committed to applying for and acquiring additional resources including grants and projects. This source of funding allows for new initiatives to be tried, technology to be gained and utilized by our candidates, and continued improvement and research for both pre-service and in-service teachers. The Unit recently submitted a major Teacher Quality Partnership grant – Rhode Island Transformative Teacher Education and Learning PK-20 (RITELL PK-20) for approximately \$6.5 million. This grant focuses on improving teacher quality pre and in-service with Rhode Island largest urban districts.

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

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

10000 character limit

6.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard.

Areas for Improvement Cited in the Action Report from the Previous Accreditation Review:

The Unit is working with URI Administration to gain resources for support staff to ensure the effective and efficient operation of programs for the preparation of educators. Regarding teaching faculty and staff, the Unit hired a tenure track assistant professor in Special Education in January of 2014. In addition the School of Education (SOE) has recently hired two lecturers, one with expertise in special education and foundations, and a second split between the SOE and the Mathematics Department. The Unit has also hired an elementary education tenure track assistant professor position to replace a recent retired full professor of science education. The Unit recently requested to begin a search for an adult education tenure track assistant faculty member to replace a recent retired full professor in adult education. While permission was not given to hire, we were encouraged by the dean of HSS to resubmit for fall 2015.

The Unit continues to be strained in the areas of Office of Outcomes Assessment staff and Office of Teacher Education staff (currently handling admissions, certifications, and all field placements). The outcomes assessment office staff consists of one person, and the requirements for national, state, and SPA approval, as well as the maintenance of TaskStream and FileMaker Pro requires increased staffing to function efficiently.

As outlined in our full Strategic Plan 2008-2015 we clarify the vision of the faculty, and the mission and goals of the SOE with respect to its integration with the mission of the University. The Plan explains the complex administrative organization of the SOE and provides descriptive data in order to place the School's goals and objectives in an understandable context. It delineates a short and longer range focus and direction for the SOE by identifying specific goals, objectives, and strategies to support the mission and actualize the vision of the School, the University, and the community at large. These goals are intended to address recommendations of the faculty, accrediting review boards, and the professional educational community and are designed to eliminate barriers to achieving our mission and to maximize opportunities to excel.

Strategic Goals 2008-2015

Building upon the vision of a constituency prepared to live, work, and flourish in a diverse global society, the faculty has undertaken a self-study to determine the conditions necessary for the achievement of its vision, and has identified both barriers that impede the mission of the School and opportunities for excellence. The goals listed here also respond to SOE strengths and areas for improvement as identified in the recent review and evaluation by the state (Rhode Island Program Approval–RIPA) and national (National Council for the Accreditation of Teacher Education–NCATE) accrediting boards. In a proactive response, goals have been established and an action plan outlined to enable the faculty to move forward in addressing accreditation concerns and in creating areas of excellence that support the mission of the School of Education and its support of the University's mission.

CURRICULUM AND PROGRAMS

Goal 1 To Provide a quality accredited teacher preparation program.

Objective 1.2.1 To hire one full time tenure track faculty member in Adult Education

ACTIONS: Recent retirement of the long-term coordinator for the adult education program leaves the SOE with a faculty opening in our largest graduate program.

RESOURCES: One (1) full time tenure track faculty position in Adult Education

OBJECTIVE PROGRESS: The SOE submitted this objective as its top priority for hiring in fall 2014.

While permission was not given to hire, we were encouraged by the dean of HSS to resubmit for fall 2015.

Objective 1.2.2 To hire one full time tenure track faculty member in Secondary Special Needs

ACTIONS: The current national trend toward inclusion of all students requires that all of our teacher education students become cognizant of the issues and needs of all students with special needs. To meet this requirement the SOE was awarded a grant from the RI Department of Education to hire a full time, grant-funded faculty member to teach these courses to our Secondary students, while releasing a current faculty member to teach courses to our Elementary students. However, when this grant ended, the position became supported through the SOE budget.

RESOURCES: One (1) full time tenure track faculty position in Secondary Special Needs

OBJECTIVE PROGRESS: A Master's Degree in Elementary and Secondary Special Education was approved and has admitted and graduated 3 cohorts as of Fall 2013. The search for a secondary special education professor commenced Spring 2009. A hire occurred, but that faculty member has since left URI. A new search commenced and Dr. Adam Moore was hired in January of 2014. Should program numbers warrant, an additional faculty member would be added to a future strategic plan.

Objective 1.2.3 To hire one full time tenure track faculty member in Secondary Social Studies

ACTIONS: The National Council for the Social Studies (NCSS), in their most recent program review, strongly recommended the hiring of a full time faculty member to coordinate the secondary social studies education program.

RESOURCES: One (1) full time tenure track faculty position in Secondary Social Studies.

OBJECTIVE PROGRESS: The SOE is reviewing this recommendation for possible inclusion in our fall 2015 request for faculty positions.

Objective 1.2.4 Increase number of STEM prepared teachers consistent with our Title II priorities.

ACTIONS: The SOE was awarded a NSF grant to establish a Noyce scholars program. This program addresses the large number of high school students who are being taught science and math by individuals lacking the necessary credentials. The Noyce Scholars programs recruits outstanding STEM majors and professionals for a career in K-12 education. Scholars entering the teaching field will receive support through their induction years. Scholarships to juniors for \$10,000 are renewable for a maximum of two years providing that all conditions are met. Stipends for approximately \$40,000 are given to STEM career changers. This is a loan forgiveness scholarship program. NSF requires scholarship and stipend recipients to teach in a high-need school district for 2 years for each year of scholarship support within 8 years after graduation.

RESOURCES: Program funded by a \$1.2 million dollar grant from the National Science Foundation.

OBJECTIVE PROGRESS: Over a five-year period, 20 undergraduate students and five current STEM professionals will be selected as Noyce Scholars. Currently the SOE has provided 5 scholarships for the 2014-2015 academic year. These scholars will be trained to teach in high-need elementary, middle and high schools. Additionally, 50 freshman and sophomore students will be selected to participate in a paid summer internship program assisting local STEM programs.

TECHNOLOGY AND ASSESSMENT

Goal 2 To Improve the technology capacity of our teaching, learning, assessment and tracking functions.

See goals met under SUMMARY OF GOALS & OBJECTIVES MET FROM PREVIOUS STRATEGIC PLANS.

ADMINISTRATION & GOVERNANCE

GOAL 3: To continue the improvement and functioning of the School of Education.

Given the size of the SOE faculty and the undergraduate and graduate student body, the number of staff in administrative/support positions is lacking. This point is clearly stressed in both of the past NCATE and RIPA accreditation reports, noting that resources from URI are severely deficient.

Report statements addressing inadequacy of resources:

"The unit does not have sufficient administrative and support staff to ensure the effective and efficient operation of programs for the preparation of educators." This objective speaks to both the need for staff positions and the need to clarify the structure of the SOE.

Objective 3.2.1 Establish a College of Education

ACTIONS: Articulate an identity and shared vision for a new integrated academic entity at URI focused on education across levels and populations.

RESOURCES: the Provost has formed the College of Education exploratory committee. The committee is charged with integrating education, continuing education and adult education.

OBJECTIVE PROGRESS: The committee has met on a regular basis over the late spring/summer semesters and is planning on having a report to the Provost early in the fall semester of 2014.

Objective 3.2.2 To hire a full time Secretary or Administrative Assistant

ACTIONS: Currently the SOE has 2 secretaries and 1 fiscal clerk assigned to the unit. These three individuals service the needs of fifteen (15) full-time tenure track faculty, full-time lecturers, and many per course instructors. A fourth position existed in the SOE, but with the resignation of this person over ten years ago, this position was never filled in the unit. A full-time soft money funded Education Specialist had been performing many of the duties originally performed by the third secretary (i.e., course scheduling, support staff coordination, etc.) but these duties were additional to SOE and grant responsibilities. This person now has a joint appointment in CCE and is unavailable to continue previous tasks on an unpaid basis.

RESOURCES: One (1) full time Administrative Assistant

OBJECTIVE PROGRESS: Submission of upgrade of current secretary has been rejected by the state, but in the process of appealing.

Objective 3.2.4 To clarify and document the nature of Affiliate Faculty

ACTIONS: The original document that was signed by the RI Board of Governors for Higher Education, which created the SOE, mentioned the inclusion of Affiliate Faculty in the SOE. This entity, however, has never been clearly outlined, defined, and institutionalized. Affiliate faculty are used in other colleges and curriculums so precedence exists on campus. Faculty affiliated with the School of Education would hold full or limited appointments to the School of Education.

RESOURCES: No new resources needed to implement this objective.

OBJECTIVE PROGRESS: Library Media faculty member recently appointed to a joint position.

EXTERNAL RELATIONS/OUTREACH

Goal 4 To establish and strengthen our partnerships with pk-12 school districts.

Specific in the language of the NCLB Act, and central to the NCATE and RIPA Standards, is the necessity for teacher education programs to have a strong link with local school districts and to act as agents of change in those districts – both directly and indirectly. The URI SOE has forged and maintained several healthy and functional partnerships with seven (7) local school districts. These partnerships are interactive and include professional development, student teaching, cooperative initiatives, research opportunities, etc. It is the intent of the SOE and its faculty that these external relationships continue and grow.

Objective 4.2.1 To hire a full time Partnership Professional Development Coordinator

ACTIONS: The necessity to partner with local school districts in order to effect school improvement is clearly stipulated by NCLB, NCATE and RIDE accreditation/program review, and the mission of the SOE. This responsibility involves a focused effort to help the schools and districts of Rhode Island realize their school improvement goals and provide necessary assistance through professional development and the application of research based best practice.

12000 character limit

6.4 Exhibits for Standard 6

6.4.a	Policies, procedures, and practices for governance and operations of the unit
6.4.b	Organizational chart and/or description of the unit governance structure and its relationship to institutional governance structure
6.4.c	Policies, procedures, and practices for candidate services such as counseling and advising
6.4.d	Policies, procedures, and practices for candidate recruitment and admission, and accessibility to candidates and the education community
6.4.e	Academic calendars, catalogs, unit publications, grading policies, and unit advertising
6.4.f	Unit budget, with provisions for assessment, technology, professional development, and support for off-campus, distance learning, and alternative route programs when applicable
6.4.g	Budgets of comparable units with clinical components on campus or similar units at other campuses
6.4.h	Policies, procedures, and practices for faculty workload and summary of faculty workload
6.4.i	Policies, procedures, and practices to ensure that all candidates have access to physical and/or virtual classrooms, computer labs, curriculum resources, and library resources that support teaching and learning
6.4.j	Policies, procedures, and practices to ensure that all candidates access have to distance learning including support services and resources, if applicable

6.4.A School of Education Governance and Operations of Unit
6.4.A AAUP Faculty Contract 2007-2010
6.4.A Council for Teacher Education Reinstatement
6.4.B School of Education Organizational Chart
6.4.B School of Education Unit Assessment System

6.4.C URI Academic Enhancement Center
6.4.C URI Office for Student Life
6.4.C URI University College Advising
6.4.C URI Health Services
6.4.C URI Counseling Center
6.4.D/6.4.E Evidence Summary
6.4.D/6.4.E URI Admissions Information
6.4.D/6.4.E Rhode Runners Information
6.4.D/6.4.E Talent Development Meet the Colleges
6.4.D/6.4.E Welcome Day Agenda
6.4.D/6.4.E University College Advising Services
6.4.D/6.4.E Admissions Open House Fall 2013
6.4.D/6.4.E Admissions SOE Information Sessions Summer 2014
6.4.E URI Academic Calenders Fa13-Sp15
6.4.E URI Course Schedules and Catalog Homepage
6.4.E All Programs Catalog Course Descriptions
6.4.E College Readiness Symposium
6.4.E JumpStart News
6.4.E URI Education Honors Colloquium
6.4.E Education Africa Teachers Foundation
6.4.E School of Education Events in the News Homepage
6.4.E SOE Recent Events in the News
6.4.F SOE Unit Budget Summary FY 13-14
6.4.G Comparable Unit Budgets within HSS with Clinical Components
6.4.H Faculty Workload Policies and Practices
6.4.H Faculty Worload Fall 2013
6.4.I Approved URI Online Courses
6.4.I Curriculum Materials Library Data
6.4.I NOMAD classrooms
6.4.I NOMAD Laptop Carts
6.4.I Sakai Training Course Request Form
6.4.I Teaching Online Professional Development Request Form

See **Attachment** panel below.

Please click "Next"

This is the end of the report. Please click "Next" to submit.