



Standard	Components
<p>1. CONTENT, PEDAGOGY, AND CONTENT-SPECIFIC PEDAGOGICAL STRATEGIES:</p> <p>Approved programs ensure that candidates develop a deep understanding of the critical concepts, principles, and practices of their discipline and, by completion, are able to use discipline-specific and age-appropriate practices flexibly to advance the learning of all students toward mastery of Rhode Island’s academic content standards (including Common Core State Standards, Next Generation Science Standards, and other applicable discipline content standards).</p>	<p>1.1 Candidate Knowledge, Skills, and Professional Dispositions: <i>Approved programs ensure that candidates demonstrate appropriate progression in their levels of knowledge, skills, and dispositions encompassed in the Rhode Island Professional Teaching Standards or other appropriate professional association standards.¹</i></p> <p>1.2 Content: <i>Approved programs ensure that candidates demonstrate an understanding of the critical concepts, principles, and practices in their discipline, including Rhode Island’s academic content standards.</i></p> <p>1.3 Content Specific Pedagogy: <i>Approved programs ensure, using in-program assessments of candidate performance in clinical settings, that candidates apply content, content-specific pedagogical strategies, and pedagogical knowledge and skills that are research-based, clearly defined, linked to student outcomes, and aligned with appropriate discipline area standards necessary to ensure students have access to and master Rhode Island’s standards.</i></p> <p>1.4 Data Driven Instruction: <i>Approved programs ensure that candidates develop the ability to collect, analyze, and use data from multiple sources, including student assessments and observations of educator practice, to inform instructional practice and change or adapt their practice to ensure the success of all students.</i></p> <p>1.5 Technology: <i>Approved programs ensure that completers use technology as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.</i></p> <p>1.6 RIDE Initiatives: <i>Approved programs ensure that candidates develop and demonstrate any additional knowledge and/or skills required by Rhode Island educational law or regulations of the Board of Education, including but not limited to Rhode Island’s professional evaluation system, and are prepared to effectively support student learning in Rhode Island schools.</i></p> <p>1.7 Equity: <i>Approved programs ensure that candidates are committed to the success of all students and develop the necessary knowledge, skills, and dispositions to be effective teachers of students representing diversity of cultural, racial, and ethnic backgrounds; gender; sexual orientation; socioeconomic status; religion; language; disabilities; and exceptionalities. Candidates reflect on their biases and develop their cultural competence to work with diverse students.</i></p>
<p>2. CLINICAL PARTNERSHIPS AND PRACTICE:</p> <p>Approved programs ensure that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on PK-12 students’ learning and development.</p>	<p>2.1 Clinical Preparation: <i>Approved programs include clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to enable candidates to develop and demonstrate mastery of appropriate professional standards. Approved programs work with clinical and school-based clinical educators to maintain continuity and coherence across clinical and academic components of preparation. Partnerships for clinical preparation can take a range of forms.</i></p> <p>2.2 Partnerships for Clinical Preparation: <i>Approved programs form mutually beneficial PK-12 school and community partnership arrangements for clinical preparation. They establish clear expectations for candidate entry, growth, improvement, and exit that are shared between programs and PK-12 partners and align these expectations across program and field-based clinical educators. Approved programs and their partners utilize multiple indicators to evaluate the effectiveness of partnerships and change or improve them in response to this information.</i></p> <p>2.3 Clinical Educators: <i>Approved programs share responsibility with partners to select, prepare, evaluate, support, and retain high-quality clinical educators, both program and school-based, who demonstrate school or classroom effectiveness, including a positive impact on PK-12 student learning, and have the adult learning skills to mentor and supervise candidates effectively to develop their knowledge and skills.</i></p> <p>2.4 Demonstration of Knowledge and Skills in Clinical Experience: <i>Approved programs and their partners structure clinical experiences that enable candidates to demonstrate positive impact on students’ learning and development. They assess candidates’ performance in clinical experiences at multiple key points within the program using multiple, objective tools and measures, including observation rubrics and Student Learning or Outcome Objectives that are aligned to the evaluation systems used by the program’s school and community partners. They use these tools and measures to provide feedback, develop candidates’ skills and knowledge, and ensure that candidates demonstrate the knowledge, skills, and professional dispositions associated with effective professional practice and responsibilities prior to completion of fieldwork.</i></p>

¹ Applicable professional standards include the Rhode Island Professional Teaching Standards and Code of Professional Responsibilities (for teachers), Rhode Island Standards for Educational Leadership (for school leaders and other administrators), and other applicable professional association standards for the field in which certification is sought (see RI certification regulations)



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<p>3. CANDIDATE QUALITY, RECRUITMENT, AND SELECTION: Approved programs demonstrate responsibility for the quality of their candidates from recruitment, at admission, through the progression of courses and clinical experiences, and in decisions that program completers are prepared to teach effectively and are recommended for certification. Approved programs demonstrate that development of candidate quality is the goal of educator preparation in all phases of the program.</p>	<p>3.1 Diversity of Candidates: <i>Approved programs recruit high-quality candidates who reflect the diversity of Rhode Island’s PK-12 students (including candidates with disabilities, exceptionalities, and diversity of ethnicity, race, socioeconomic status, gender, language, and geographic area).</i></p> <p>3.2 Response to workforce needs: <i>Approved programs demonstrate efforts to know and be responsive to community, state, regional, and/or national workforce needs, including needs in hard-to-staff schools and shortage fields identified by RIDE.</i></p> <p>3.3 Admission Standards Indicate That Candidates Have High Academic Achievement And Ability: <i>Approved programs set admissions requirements and gather data to monitor applicants and the selected pool of candidates. Approved programs ensure that the mean GPA of their admitted candidate cohorts meets or exceeds 3.0, as calculated from appropriate prior academic coursework, and that the mean score of their admitted candidate cohorts on nationally normed admissions assessments (such as the ACT, SAT or GRE) is at least:</i></p> <ul style="list-style-type: none"> • <i>in the top 50 percent, or the current score if higher, of the national distribution from 2016-2017;</i> • <i>in the top 40 percent, or the current score if higher of the national distribution from 2018-2019; and</i> • <i>in the top 33 percent, or the current score if higher of the national distribution by 2020.</i> <p><i>Programs may admit individual candidates who do not meet the thresholds above if they clearly demonstrate strength in additional selectivity factors and have a GPA of at least 2.75 in appropriate prior academic coursework. At a minimum, individual candidates must meet or exceed RIDE’s requirements for Pre-Professional Skills Tests and score no lower than the previous year’s cohort threshold, if applicable.²</i></p> <p>3.4 Additional Selectivity Factors: <i>Approved programs clearly define, monitor, and assess, at program entry and during a candidate’s progression through the program, evidence of candidates’ non-academic skills, dispositions, and other essential traits such as leadership abilities, resilience, and perseverance, that are informed by research on how those traits are related to educator effectiveness.</i></p> <p>3.5 Assessment During Preparation: <i>Approved programs establish criteria for program progression; assess candidates’ progress towards mastery of applicable professional standards from admissions to student teaching/ internship or serving as a teacher of record; determine candidates’ readiness based on candidates’ demonstrated mastery of appropriate professional standards in field-based contexts and coursework; support those who minimally meet readiness indicators and ultimately counsel ineffective or unsuitable candidates out of the program prior to completion. Programs report on the percentage of candidates successfully meeting various program milestones as well as those counseled out of the program.</i></p> <p>3.6 Selection At Completion: <i>Before an approved program recommends any completing candidate for certification, it documents that the candidate’s performance demonstrates mastery of appropriate professional standards, including codes of ethics, professional standards of practice, and relevant laws and policies. Approved programs report on their percentages of candidates who successfully complete the program and are recommended for Rhode Island certification.</i></p>
<p>4. PROGRAM IMPACT: Approved programs produce program completers who are effective in Rhode Island PK-12 schools and classrooms, including demonstrating professional practice and responsibilities and improving PK-12 student learning and development.</p>	<p>4.1 Evaluation Outcomes: <i>Approved programs produce effective educators, as evidenced through the performance of recent program completers on LEA evaluations that meet the Rhode Island Educator Evaluation System Standards. Program completers demonstrate:</i></p> <ul style="list-style-type: none"> • <i>A positive impact on student learning on all applicable measures (including Rhode Island’s Growth Model and Student Learning or Outcome Objectives) required by approved LEA educator evaluation systems; and</i> • <i>Strong ratings on measures of professional practice and responsibilities required by approved LEA educator evaluation systems.</i> <p>4.2 Employment Outcomes: <i>Approved programs ensure completers are prepared to work effectively in PK-12 schools, as evidenced by measures that include employment milestones such as certification, placement, retention, and promotion. Programs’ completers perceive their preparation as helping them to become effective educators and successfully manage the responsibilities they confront on the job.</i></p>

² For example, in 2018-19, programs must ensure the mean score of their admitted candidate cohorts meets or exceeds the 60th percentile on nationally normed admissions assessments, while individual candidates must score in at least the 50th percentile.



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<p>5. PROGRAM QUALITY, CONTINUOUS IMPROVEMENT, COHERENCE, AND CAPACITY: Approved programs collect and access state-reported data on multiple measures of program and program completer performance and use this data to inform continuous improvement. Approved programs are coherently organized and have high-quality faculty and adequate resources to provide high-quality coursework and clinical experiences.</p>	<p>5.1 Collection of Data: <i>Approved programs collect and analyze information and data from multiple measures to monitor candidate progress, indicators of completer effectiveness, and program operations.</i></p> <p>5.2 Analysis of Data: <i>Approved programs regularly and systematically analyze data and information on program performance and candidate outcomes; track results over time; and test the effects of program practices and candidate assessment criteria on subsequent progress, completion, and outcomes.</i></p> <p>5.3 Use of Data to Improve Program: <i>Approved programs use the findings of data analysis, including evidence of candidate impact on PK-12 student learning, to modify program elements and processes and inform decision-making related to programs, resource allocation, and future direction.</i></p> <p>5.4 Public Sharing of Data: <i>Approved programs publicly report and widely share information and analysis on measures of completer impact, including available outcome data on PK-12 student growth and, to the extent available, data that benchmarks the program’s performance against that of similar programs.</i></p> <p>5.5 Stakeholder Engagement in Data Cycle: <i>Approved programs involve appropriate stakeholders, including alumni, employers, practitioners, and school and community partners, in program evaluation, improvement, and identification of models of excellence.</i></p> <p>5.6 Capacity: <i>Approved programs ensure that coursework is taught by individuals with exceptional expertise as teachers of content or pedagogy in their respective fields, who model to candidates the qualities of effective instruction and leadership in Rhode Island Schools.</i></p> <p>5.7 Resources: <i>Approved programs and their institutions provide adequate resources to provide candidates with high-quality coursework and clinical experience.</i></p>

For Public Comment