



Standard One: Approved programs ensure that candidates develop a deep understanding of the critical concepts, principles, and practices of their field and, by program completion, are able to use practices flexibly to advance the learning of all students toward college and career readiness by achieving Rhode Island student standards.

1.1 Knowledge, Skills, and Professional Dispositions: Approved programs ensure that candidates demonstrate proficiency in the knowledge, skills, and professional dispositions encompassed in the Rhode Island Professional Teaching Standards and the Rhode Island Standards for Educational Leaders.

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Rhode Island Professional	Candidates do not develop proficiency	Candidates develop proficiency in the	Candidates develop proficiency in the
Standards competencies	in the knowledge, skills and	knowledge, skills, and professional	knowledge, skills, and professional
(RIPTS for teachers/RISEL for	professional dispositions encompassed	dispositions encompassed in most	dispositions encompassed in each of
administrators)	in most RIPTS within clusters –	RIPTS within clusters -Instruction,	RIPTS within clusters -Instruction,
	Instruction, Environment, and	Environment and Professionalism-	Environment and Professionalism-
	Professionalism-(teachers) or RISEL	(teachers) or RISEL (administrators).	(teachers) or RISEL (administrators).
	(administrators).		
Consistent curriculum	Most candidates do not experience a	Most candidates experience a	All candidates experience a consistent
	consistent curriculum that provides	consistent curriculum that provides	curriculum that provides comparable
	comparable learning opportunities to	comparable learning opportunities to	learning opportunities to meet
	meet professional standards.	meet professional standards.	professional standards.

1.2 Knowledge of Content and Content Pedagogy (Teachers)/Field of Study (Administrators and Support Professionals): Approved programs ensure that candidates demonstrate proficiency in the critical concepts, principles, and practices in their area of certification as identified in appropriate professional association standards.¹

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Content competencies or	Candidates do not develop proficiency	Candidates develop proficiency in most	Candidates develop proficiency in the
Field of Study Competencies	in most of the critical concepts,	of the critical concepts, principles, and	critical concepts, principles, and
	principles, and practices identified as	practices identified as the content	practices identified as the content
	the content competencies (teachers) or	competencies (teachers) or field of	competencies (teachers) or field of study
	field of study competencies	study competencies (administrators	competencies (administrators and
	(administrators and support	and support professionals) for the	support professionals) for the
	professionals) for the certification area.	certification area.	certification area.
Pedagogical-content	Candidates do not develop proficiency	Candidates develop proficiency in most	Candidates develop proficiency in the
competencies	in most of the critical pedagogical-	of the critical pedagogical-content	critical pedagogical-content concepts,
(teachers only)	content concepts, administrators, and	concepts, principles, and practices	principles, and practices within the
		within the content area. (teachers only)	content area. (teachers only)

 $^{^{1}}$ Note: The appropriate set of standards for each certificate area are noted in the appendix.

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	practices within the content area.		
	(teachers only)		
1.3 Standards-Driven Instructi	ion: Approved programs ensure that candid	lates develop and demonstrate the ability t	o design, implement, and assess learning
experiences that provide all stu	udents the opportunity to achieve Rhode Isl	and student standards.	
	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Rhode Island Student	Candidates do not develop a general	Candidates develop a general	Candidates develop a deep
Standards	understanding of Rhode Island student	understanding of Rhode Island student	understanding of Rhode Island student
	standards that are applicable to their	standards that are applicable to their	standards that are applicable to their
	certification area.	certification area	certification area.
Design and implement	Candidates do not develop basic skills in	Candidates develop basic skills in	Candidates develop proficiency in
standards-driven lessons	designing lessons that will help students	designing lessons that will help students	designing lessons that will help students
and assess student progress	progress to proficiency in Rhode Island	progress to proficiency in Rhode Island	progress to proficiency in Rhode Island
(teachers only)	student standards. (teachers only)	student standards. (teachers only)	student standards. (teachers only)
	Candidates do not develop basic skills in	Candidates develop basic skills in	Candidates develop proficiency in
	implementing standards-based lessons	implementing standards-based lessons	implementing standards-based lessons
	and using skills to assess student	and using those skills to assess student	and using those skills to assess student
	progress towards proficiency in Rhode	progress towards proficiency in Rhode	progress towards proficiency in Rhode
	Island student standards. (teachers	Island student standards. (teachers	Island student standards. (teachers only)
	only)	only)	
Review and evaluate	Candidates do not develop basic skills in	Candidates develop basic skills in	Candidates develop proficiency in
standards-driven instruction	reviewing and evaluating the use of	reviewing and evaluating the use of	reviewing and evaluating the use of
(administrators only)	Rhode Island student standards in	Rhode Island student standards in	Rhode Island student standards in
	lessons that will help students progress	lessons that will help students progress	lessons that will help students progress
	to proficiency in RI student standards.	to proficiency in RI student standards.	to proficiency in RI student standards.
	(administrators only)	(administrators only)	(administrators only)
Understand appropriate	Candidates do not develop a general	Candidates develop a general	Candidates develop a deep
standards for program	understanding of program standards	understanding of program standards	understanding of program standards
quality and student services	(where they exist) designed for	(where they exist) designed for	(where they exist) designed for program
(support professionals only)	program quality and student services.	program quality and student services.	quality and student services. (support
	(support professionals only)	(support professionals only)	professionals only)



1.4 Data-Driven Instruction: Approved programs ensure that candidates develop and demonstrate the ability to collect, analyze, and use data from multiple sources- including research, student work and other school-based and classroom-based sources- to inform instructional and professional practice.

Does Not Meet Expectations
Approaching Expectations

Candidates do not develop a general understanding of the core principles, concepts, and purposes of assessment.
Candidates do not develop basic skills in Candidates develop basic skills in Candidates develop proficiency in

Assessment of student	Candidates do not develop a general	Candidates develop a general	Candidates develop a deep
learning	understanding of the core principles,	understanding of the core principles,	understanding of the core principles,
	concepts, and purposes of assessment.	concepts, and purposes of assessment.	concepts, and purposes of assessment.
	Candidates do not develop basic skills in	Candidates develop basic skills in	Candidates develop proficiency in
	selecting and implementing	selecting and implementing	selecting and implementing assessments
	assessments to monitor student	assessments to monitor student	to monitor student progress.
	progress.	progress.	
Assessment of instruction	Candidates do not develop basic skills in	Candidates develop basic skills in using	Candidates develop proficiency in using
	using assessment data to evaluate and	assessment data to evaluate and	assessment data to evaluate and modify
	modify instructional practice.	modify instructional practice.	instructional practice.
Research, student work, and	Candidates do not develop basic skills in	Candidates develop basic skills in	Candidates develop proficiency in
other professional resources	identifying, gathering and analyzing	identifying, gathering and analyzing	identifying, gathering and analyzing data
	data from sources other than	data from sources other than	from sources other than assessments to
	assessments to improve student	assessments to improve student	improve student learning and
	learning and instructional practice.	learning and instructional practice.	instructional practice.
School level assessment of	Candidates do not develop basic skills in	Candidates develop basic skills in using	Candidates develop proficiency in using
student learning and	using school level data to monitor	school level data to monitor school	school level data to monitor school level
instruction	school level progress and engage staff	level progress and engage staff in	progress and engage staff in developing
(administrators only)	in developing a deep understanding of	developing a deep understanding of	a deep understanding of assessment,
	assessment, selecting and	assessment, selecting and	selecting and implementing assessments
	implementing assessments to monitor	implementing assessments to monitor	to monitor student progress, and
	student progress, and proficiency in	student progress, and proficiency in	proficiency in using assessment data to
	using assessment data to evaluate and	using assessment data to evaluate and	evaluate and modify instructional
	modify instructional practice.	modify instructional practice.	practice. (administrators only)
	(administrators only)	(administrators only)	



1.5 Technology: Approved programs ensure that candidates model and integrate into instructional practice technologies to engage students and improve learning as they design, implement, and assess learning experiences; as well as technologies designed to enrich professional practice. **Meets Expectations Does Not Meet Expectations Approaching Expectations** Candidates do not develop basic skills in Candidates develop basic skills in Candidates develop proficiency in Digital age learning in classrooms designing, implementing, and assessing designing, implementing, and assessing designing, implementing, and assessing (teachers only) digital age learning experiences and digital age learning experiences and digital age learning experiences and assessment to support student learning. assessment to support student learning. assessment to support student learning. (teachers only) (teachers only) (teachers only) Candidates do not develop basic skills in Candidates develop basic skills in Candidates develop proficiency in Digital age culture in the school establishing a digital age learning culture establishing a digital age learning establishing a digital age learning culture that includes instructional culture that includes instructional that includes instructional innovation (administrators only) innovation focused on continuous innovation focused on continuous focused on continuous improvement of improvement of digital age learning, improvement of digital age learning, digital age learning, models and models and promotes effective use of models and promotes effective use of promotes effective use of technology for technology for learning, provides learning, provides learner-centered technology for learning, provides learner-centered environments learner-centered environments environments equipped with technology, and ensures effective practice in the equipped with technology, and ensures equipped with technology, and ensures study of technology and its infusion effective practice in the study of effective practice in the study of technology and its infusion across the technology and its infusion across the across the curriculum. (administrators curriculum. (administrators only) curriculum. (administrators only) only) Model digital age work and Candidates develop proficiency in Candidates do not develop basic skills in Candidates develop basic skills in learning modeling digital age work and learning modeling digital age work and learning modeling digital age work and learning through fluency in technology systems, through fluency in technology systems, through fluency in technology systems, collaborating using digital tools and collaborating using digital tools and collaborating using digital tools and

resources, and communicating

digital age media and formats.

information and ideas using a variety of

resources, and communicating

digital age media and formats.

information and ideas using a variety of

resources, and communicating

digital age media and formats.

information and ideas using a variety of



1.6 Equity: Approved programs ensure that candidates develop and demonstrate the cultural competence and culturally responsive skills that assure they can be effective with a diverse student population, parents, and the community.

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Culturally Responsive	Candidates do not reflect on their own		Candidates reflect on their own biases
	biases and develop a deeper awareness		and develop a deeper awareness of their
	of their own worldviews, the		own worldviews, the experiences of
	experiences of other cultures and the		other cultures and the impact of poverty
	impact of poverty on learning.		on learning.
Working with English	Candidates do not develop basic skills in	Candidates develop basic skills in	Candidates develop proficiency in
Language Learners and	designing and implementing strategies	designing and implementing strategies	designing and implementing strategies
students with disabilities	that are effective when working with:	that are effective when working with:	that are effective when working with:
	 English Language Learners 	 English Language Learners 	 English Language Learners
	 Students with disabilities. 	 Students with disabilities 	 Students with disabilities
Working with families in	Candidates do not develop basic skills in	Candidates develop basic skills in	Candidates develop proficiency in
diverse communities	designing and implementing strategies	designing and implementing strategies	designing and implementing strategies
	that are effective when working with	that are effective when working with	that are effective when working with
	families in diverse communities.	families in diverse communities.	families in diverse communities.

1.7 Rhode Island Educational Expectations: Approved programs integrate current Rhode Island initiatives and other Rhode Island educational law and policies				
into preparation and ensure that candidates are able to demonstrate these in their practice.				

	into preparation and ensure that candia	into preparation and ensure that candidates are able to demonstrate these in their practice.			
	Does Not Meet Expectations	Approaching Expectations	Meets Expectations		
Rhode Island educational	Candidates do not develop a general	Candidates develop a general	Candidates develop a deep		
initiatives, laws, and policies	understanding of Rhode Island	understanding of Rhode Island	understanding of Rhode Island		
	educational initiatives and Rhode Island	educational initiatives and Rhode Island	educational initiatives and Rhode Island		
	educational law and policies.	educational law and policies.	educational law and policies.		
	Candidates do not develop the	Candidates develop the knowledge,	Candidates develop the knowledge,		
	knowledge, skills, and practices	skills, and practices embedded in key	skills, and practices embedded in key		
	embedded in key Rhode Island	Rhode Island educational initiatives that	Rhode Island educational initiatives that		
	educational initiatives that are	are applicable to their certification	are applicable to their certification areas		
	applicable to their certification areas	areas and develop basic skills in			



and do not develop basic skills in integrating these into educational	5 5	and develop proficiency in integrating these into their educational practice.
practice.		

Standard 2: Approved programs ensure that high-quality clinical practice and effective partnerships 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.

2.1 Clinical Preparation*: Approved programs include clinical experiences that offer the depth, breadth, diversity, coherence, and duration to enable candidates to develop and demonstrate proficiency of the appropriate professional standards identified in Standard 1. Approved programs work with programbased and district- and school-based clinical educators to maintain continuity and coherence across clinical and academic components of preparation.²

basea and district and ser	based and district- and school-based clinical educators to maintain continuity and concrete across clinical and academic components of preparation.		
	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Clinical preparation depth,	Candidates' clinical preparation does	Candidates' clinical preparation	Candidates' clinical preparation includes:
breadth, and diversity	not include:	includes:	
	 multiple experiences that begin early in the program and range from observation of practice to demonstrating proficiency; clinical experiences that offer little or no complexity and focus primarily on observation or assisting. Later clinical experiences rarely build on earlier clinical experiences. clinical preparation experience is limited to a range of educational environments that minimally addresses the diversity of educational settings for which they will be certified. 	 multiple experiences that begin early in the program and range from observation of practice to demonstrating proficiency; some clinical experiences that may be limited in complexity or responsibility with more observation or assisting than actual responsibility for the classroom, school, or program and/or some later clinical experiences may not build on earlier clinical experiences; experience in several educational settings, but there are some gaps in terms of addressing the diversity of educational settings for which they will be certified. 	 multiple experiences that begin early in the program and range from observation of practice to demonstrating proficiency; clinical experiences that increase in complexity and responsibility with later experiences building on earlier clinical experiences; and experience in a range of educational environments that capture the diversity of educational settings for which they will be certified.

² Candidates' clinical preparation must meet the number of weeks of student teaching/hours of field experience prior to student teaching (teachers) or hours of internship (administrator and support professionals) required by Rhode Island Regulations Governing the Certification of Educators. Any program that does not meet this minimum requirement will receive a rating of DOES NOT MEET.



Comprehensive student teaching/internship	Candidates' clinical preparation does not include student teaching or an internship that simulates the range and intensity of the responsibilities of the		Candidates' clinical preparation includes student teaching or an internship that simulates the range and intensity of responsibilities of the position for which
	position for which they will be certified.		they will be certified.
Coherence across clinical and non-clinical preparation	Candidates' clinical preparation does not generally build from and link to theory and research from prior preparation and emphasize RIPTS within the RIPTS clusters (teachers) or RISEL (administrators).	Candidates' clinical preparation generally builds from and links to theory and research from prior preparation and emphasizes most of the range of the RIPTS within the RIPTS clusters (teachers) or RISEL (administrators).	Candidates' clinical preparation builds from and continues to link to theory and research from prior preparation in a way that shows a coherent approach to candidate preparation and emphasizes the full range of the RIPTS within the RIPTS clusters (teachers) or RISEL (administrators).
Clinical preparation is of sufficient duration	Candidates' clinical preparation does not meet the number of weeks of student teaching/hours of field experience prior to student teaching (teachers) or hours of internship (administrator and support professionals) required by Rhode Island Regulations Governing the Certification of Educators.		Candidates' clinical preparation meets the number of weeks of student teaching/hours of field experience prior to student teaching (teachers) or hours of internship (administrator and support professionals) required by Rhode Island Regulations Governing the Certification of Educators.



2.2 Impact on Student Learning: Approved programs and their clinical partners structure coherent clinical experiences that enable candidates to increasingly						
demonstrate positive impact o	demonstrate positive impact on PK-12 students' learning.					
	Does Not Meet Expectations	Approaching Expectations	Meets Expectations			
Emphasis on PK-12 students'	Programs do not demonstrate that their	Programs demonstrate that their	Programs demonstrate that their			
learning throughout clinical	candidates have a positive impact on	candidates have a positive impact on	candidates have a positive impact on PK-			
experiences	PK-12 students' learning during their	PK-12 students' learning during their	12 students' learning that increases			
	clinical experiences.	clinical experiences.	during their clinical experiences.			
	Clinical preparation does not include clearly identified appropriate measures	Clinical preparation includes clearly identified appropriate measures of	Clinical preparation includes clearly identified appropriate measures of			
	of candidate impact on student learning	candidate impact on student learning in	candidate impact on student learning			
	in clinical experiences.	some clinical experiences, but do not	from early clinical experiences to later			
		include impact measures throughout	clinical experiences.			
		early to later clinical experiences.				
	Few or no candidate impact measures were mutually developed in partnership with districts.	Some candidate impact measures were mutually developed in partnership with districts.	Most candidate impact measures were mutually developed in partnership with districts.			
All understand expectations	Programs, clinical partners, and	Programs, clinical partners, and	Programs, clinical partners, and			
and collect and analyze data	candidates do not generally understand	candidates generally understand	candidates clearly understand			
and concet and analyze data	expectations for demonstrating positive	expectations for demonstrating positive	expectations for demonstrating positive			
	impact on PK-12 students' learning	impact on PK-12 students' learning	impact on PK-12 students' learning			
	during clinical experiences or collect	during clinical experiences and collect	during clinical experiences and collect			
	and analyze little or no data on	and analyze some data on candidate	and analyze data on candidate impact on			
	candidate impact on student learning	impact on student learning during	student learning throughout			
	during the program.	preparation.	preparation.			
Candidates grow in their	Programs, clinical partners, and	Data collected from early clinical	Data collected from early clinical			
ability to impact student	candidates make little or no use of the	measures of impact on student learning	measures of impact on student learning			
learning	data to inform and improve impact on	are used in a make limited use of the	are used to inform and improve			
		data to inform and improve candidates'				



student learning throughout the	ability to impact on student learning	candidates' ability to impact on student
program.	throughout the program.	learning in later clinical experiences.

2.3 Clinical Partnerships for Preparation: Approved programs form mutually beneficial PK-12 and community partnership arrangements for clinical preparation. Expectations for candidate entry, growth, improvement, and exit are shared between programs and PK-12 partners and link theory and practice. Approved programs and partners utilize multiple indicators to evaluate the effectiveness of the partnerships and ensure that data drives improvement.

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
The partnership benefits the	Clinical Partners are not involved in	Clinical Partners are involved in	Programs and Clinical Partners share
program and the clinical	designing and refining clinical	designing and refining clinical	responsibility for designing and refining
partner	partnerships and practice, establishing	partnerships and practice, establishing	clinical partnerships and practice,
	agreed-upon indicators of partnership	agreed-upon indicators of partnership	establishing agreed-upon indicators of
	effectiveness, and making partnership	effectiveness, and making partnership	partnership effectiveness, and making
	decisions that are mutually beneficial	decisions that are mutually beneficial	partnership decisions that are mutually
	and respectful of the needs of PK-12	and respectful of the needs of PK-12	beneficial and respectful of the needs of
	students and program candidates.	students and program candidates.	PK-12 students and program candidates.
	Programs and Clinical Partners do not	Programs and Clinical Partners track	Programs and Clinical Partners track and
	track and analyze data from some of	and analyze data from some of the	analyze data from agreed-upon
	the agreed-upon indicators of	agreed-upon indicators of partnership	indicators of partnership effectiveness
	partnership effectiveness or use the	effectiveness and use the data to	and use the data at least annually to
	data annually to inform ongoing	inform ongoing improvement of the	make improvements to the partnership.
	improvement of the partnership.	partnership.	
Program educators and PK-	Programs and Clinical Partners do not:	Programs and Clinical Partners share	Programs and Clinical Partners share
12 clinical educators work	share common expectations for	some common expectations for	common expectations for candidate
together to evaluate	candidate performance; use some	candidate performance, use some	performance, use common assessment
candidate progress	common assessment tools and	common assessment tools and	tools and measures to evaluate and
	measures to evaluate and provide	measures to evaluate and provide	provide feedback on candidate
	feedback on candidate performance; or	feedback on candidate performance,	performance, and include PK-12 clinical
	include input from PK-12 clinical	and PK-12 clinical educators have input	educators input when they
	educators into decisions about		collaboratively make decisions about



, 0	into decisions about candidate progression within the program.	candidate progression within the program.

2.4 Clinical Educators: 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 students' learning, and have the coaching and supervision skills to effectively support the development of candidate knowledge and skills.			
	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Criteria for clinical educators	Programs and Clinical Partners do not identify clear quality criteria for both PK-12 and program-based clinical educators that include at a minimum: demonstration of effectiveness in skills or best practice in the certification area; evidence of positive impact on student learning; ability to work with adult learners; coaching and supervision skills and ability to evaluate and provide feedback to candidates using program and partner assessments.	Programs and Clinical Partners identify clear quality criteria for both PK-12 and program-based clinical educators that include at a minimum: demonstration of effectiveness in skills or best practice in the certification area; evidence of positive impact on student learning; ability to work with adult learners; coaching and supervision skills and ability to evaluate and provide feedback to candidates using program and partner assessments.	Programs and Clinical Partners identify clear quality criteria for both PK-12 and program-based clinical educators that include at a minimum: demonstration of earning Highly Effective; ability to work with adult learners; coaching and supervision skills and ability to evaluate and provide feedback to candidates using program and partner assessments.
Recruitment and preparation of clinical educators	Programs and Clinical Partners do not collaboratively recruit primarily educators who demonstrate effectiveness as teachers, administrators, or support professionals to serve as clinical educators; do not generally prepare them to work with adult learners, in coaching and supervision skills, and in the use of common assessment tools and	Programs and Clinical Partners collaboratively recruit primarily educators who demonstrate effectiveness as teachers, administrators, or support professionals to serve as clinical educators and generally prepare them to work with adult learners, in coaching and supervision skills, and in the use of common assessment tools and	Programs and Clinical Partners collaboratively recruit educators who demonstrate effectiveness as teachers, administrators, or support professionals to serve as clinical educators and prepare them to work effectively with adult learners, in coaching and supervision skills, and in the accurate and reliable use of common assessment tools and measures. Programs and



	measures. Programs and clinical partners do not select primarily educators who meet these criteria to serve as PK-12 and program-based clinical educators.	measures. Programs and clinical partners select primarily educators who meet these criteria to serve as PK-12 and program-based clinical educators.	clinical partners select only educators who meet these criteria to serve as PK-12 and program-based clinical educators.
Ongoing evaluation and retention of clinical educators	Programs and Clinical Partners do not systematically collect and analyze data on the effectiveness of PK-12 and program-based clinical educators and do not make appropriate retention decisions based on the evaluation data.	Programs and Clinical Partners generally collect and analyze data on the effectiveness of PK-12 and program-based clinical educators and make appropriate retention decisions based on the evaluation data.	Programs and Clinical Partners systematically collect and analyze data on the effectiveness of PK-12 and program-based clinical educators and make appropriate retention decisions based on the evaluation data.

Standard Three: Approved programs demonstrate responsibility for the quality of candidates by ensuring that development of candidate quality is the goal of educator preparation in all phases of the program- from recruitment, at admission, through the progression of courses and clinical experiences- and in decisions that program completers are prepared to be effective educators and are recommended for certification.

3.1 Diversity of Candidates: Approved programs recruit, admit, and support high-quality candidates who reflect the diversity of Rhode Island's PK-12 students (Provider Level Component)

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Candidate diversity and	The composition of the candidates in the	The composition of the candidates in	The composition of the candidates in
effort to support	programs and, in the case of programs	the programs and, in the case of	the programs and, in the case of
diversity	provided by higher education institutions,	programs provided by higher education	programs provided by higher education
	the overall student body only marginally	institutions, the overall student body	institutions, the overall student body
	reflects the diversity of Rhode Island's PK-	reflects some of the diversity of Rhode	reflects the diversity of Rhode Island's
	12 schools.	Island's PK-12 schools.	PK-12 schools.
	The provider and the programs demonstrate little or no effort to admit and support a diverse group of candidates.	The provider and the programs demonstrate effort to admit and support a diverse group of candidates.	The provider and the programs demonstrate significant effort to admit and support a diverse group of candidates.
Build on diversity of candidates	Programs do not capitalize on the diversity of candidates within the program by integrating the different backgrounds and experiences that a diverse group of candidates brings to the	Programs capitalize somewhat on the diversity of candidates within the program by integrating the different backgrounds and experiences that a diverse group of candidates brings to	Programs capitalize on the diversity of candidates within the program by integrating the different backgrounds and experiences that a diverse group of candidates brings to the program.
	program.	the program.	candidates simps to the program.



3.2 Response to Employment Needs: Programs demonstrate efforts to know and be responsive to community, state, regional, and/or national educator employment needs, including needs in hard-to-staff schools and shortage fields. (Provider Level Component)

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Inform candidates about	Programs seek and provide prospective	Programs seek and provide prospective	Programs seek and provide prospective
employment prospects	and current candidates with little or no	and current candidates with general	and current candidates with current data
	data about the employment prospects	data about the employment prospects	about the employment prospects within
	within Rhode Island and in other	within Rhode Island and in other	Rhode Island and in other geographic
	geographic areas for each area of	geographic areas for each area of	areas for each area of certification. The
	certification. Little or no data about the	certification. The data includes the	data includes the status of recent years
	status of the recent years of program	status of recent years of program	of program completers.
	completers is provided.	completers.	
Programs respond to	Programs and their clinical partners do not	Programs and their clinical partners	Programs and their clinical partners
employment needs	identify changes to preparation that would	identify changes to preparation that	identify changes to preparation that
	make program completers more	would make program completers more	would make program completers more
	competitive for employment in the	competitive for employment in the	competitive for employment in the
	districts.	districts.	districts and the programs make
			modifications to preparation that reflect
			these recommendations.

3.3 Admission Standards for Academic Achievement and Ability: Approved programs set admissions requirements that meet or exceed Rhode Island Department of Education expectations as set forth in documented guidance and gather data to monitor applicants and admitted candidates. (Provider Level Component)

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
RIDE requirements	Program and provider admission		Program and provider admission
	requirements do not meet Rhode Island		requirements meet or exceed Rhode
	Department of Education expectations.		Island Department of Education
			expectations.
Conditional Acceptance	Candidates who do not meet minimum	Candidates who do not meet minimum	Candidates who do not meet minimum
	admissions standards receive conditional	admissions standards receive conditional	admissions standards receive conditional
	acceptance without meeting clear,	acceptance on clear, rigorous, evidence-	acceptance based on clear, rigorous,
	rigorous, evidence-based alternative	based alternative criteria. Programs do	evidence-based alternative criteria.
	criteria.	not track subsequent performance of	Programs track subsequent program
		these candidates to evaluate the	performance of these candidates to
		effectiveness of the conditional	evaluate the effectiveness of the
		acceptance policies.	conditional acceptance policies.



3.4 Assessment throughout Preparation: Approved programs establish criteria for candidate monitoring and progression throughout the program and use performance-based assessments to determine readiness prior to advancing to student teaching/internship (or educator of record status). Approved programs assess candidate ability to impact student learning during their student teaching/internship (or educator of record experience). Approved programs use assessment results throughout preparation to support candidate growth and to determine candidates' professional proficiency and ability to impact student learning, or to counsel ineffective candidates out of the program prior to completion.

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Valid assessment of	Candidates do not demonstrate		Candidates demonstrate competency on
candidate performance	competency on performance-based		performance-based instruments in the
determines readiness for	instruments in the instructional and		instructional and environment clusters
student	environment clusters of RIPTS (teachers),		of RIPTS (teachers), RISEL
teaching/internship	RISEL (administrators) and professional		(administrators) and professional
	association standards (support		association standards (support
	professionals) at a performance level that		professionals) at a performance level
	meets expectations established by		that meets expectations established by
	programs and their clinical partners as		programs and their clinical partners as
	required to advance to student		required to advance to student
	teaching/internship.		teaching/internship.
	Candidate performance assessments are		Candidate performance assessments are
	not based on rigorous criteria that are		based on rigorous criteria that are
	clearly communicated to candidates and		clearly communicated to candidates and
	stakeholders, understood by candidates		stakeholders, understood by candidates
	and stakeholders, and consistently applied		and stakeholders, and consistently
	across candidates.		applied across candidates.
	Candidate assessment does not begin		Candidate assessment begins early in the
	early in the program and does not include		program and includes written and oral
	written and oral formative feedback		formative feedback (aligned with RIPTS
	(aligned with RIPTS clusters and content		clusters and content standards for
	standards for teachers and field of study		teachers and field of study standards for
	standards for administrators and support		administrators and support
	professionals) to candidates as they		professionals) to candidates.
	develop proficiency in the area of		Expectations build over time.
	certification. Expectations do not build		
	over time.		



Emphasis on Impact on Student Learning in student teaching/internship	Candidates do not demonstrate proficiency in their content area on performance-based instruments to advance to student teaching. (teachers) Candidates do not demonstrate basic skill in: • implementing standards-based instruction to assess student progress towards proficiency in Rhode Island student standards as part of student teaching/internship. • implementing assessments and using data from assessments and other sources to monitor student progress and adjust instruction as part of student teaching/internship. • identifying appropriate measures to document impact on student learning and using data from these measures to demonstrate their individual impact on student learning as part of student teaching/internship.	Candidates demonstrate basic skill in: implementing standards-based instruction to assess student progress towards proficiency in Rhode Island student standards as part of student teaching/internship. implementing assessments and using data from assessments and other sources to monitor student progress and adjust instruction as part of student teaching/internship. identifying appropriate measures to document impact on student learning and using data from these measures to demonstrate their individual impact on student learning as part of student	Candidates demonstrate proficiency in their content area on performance-based instruments to advance to student teaching. (teachers) Candidates demonstrate proficiency in: implementing standards-based instruction to assess student progress towards proficiency in Rhode Island student standards as part of student teaching/internship. implementing assessments and using data from assessments and other sources to monitor student progress and adjust instruction as part of student teaching/internship. identifying appropriate measures to document impact on student learning and using data from these measures to demonstrate their individual impact on student learning as part of student
Candidata parformanca	teaching/internship.	teaching/internship.	teaching/internship.
Candidate performance drives preparation and	Programs do not demonstrate a systemic approach to monitoring and supporting		Programs demonstrate a systemic approach to monitoring and supporting
progress	candidate development throughout		candidate development throughout
	preparation. The system uses candidate assessment results to target areas where		preparation. The system uses candidate assessment results to target areas where
	candidates need targeted support to		candidates need targeted support to
	continue to progress towards proficiency.		continue to progress towards
	Programs do not use the system to		proficiency. Programs use the system to
	document candidates who meet the		document candidates who meet the
	criteria for progression within the program		criteria for progression within the



	and to identify and counsel those candidates who will not be recommended		program and to identify and counsel those candidates who will not be
	for continuation in the program.		recommended for continuation in the program.
3.5 Recommendation for O	Approved programs establish criter Certification: Approved programs establish criter	l ria for recommendation for certification and use	valid and reliable performance-based
assessments in alignment wit	h RI's educator evaluation standards to document	that candidates demonstrate proficiency in the c	ritical concepts, principles, and practices in
their area of certification as id	dentified in appropriate professional standards, cod		
	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Certification is based on	Programs do not establish clear criteria for	Programs establish clear criteria for	Programs establish clear criteria for
candidate's	recommendation for certification that	recommendation for certification that	recommendation for certification that
demonstrated	address most of the range of pedagogical	address most of the range of	address the full range of pedagogical
performance of	competencies, content competencies, and	pedagogical competencies, content	competencies, content competencies,
readiness for day one	field competencies identified in	competencies, and field competencies	and field competencies identified in
	certification regulations for the area of	identified in certification regulations for	certification regulations for the area of
	certification and that reflect the rigor	the area of certification and that reflect	certification and that reflect the rigor
	required to designate the educator as	the rigor required to designate the	required to designate the educator as
	mostly ready on day one to assume	educator as generally ready on day one	ready on day one to assume positions in
	positions in the area of certification.	to assume positions in the area of	the area of certification in alignment
		certification.	with approved RI evaluation models.
	Candidates recommended for certification	Candidates recommended for	Candidates recommended for
	do not demonstrate proficiency in most of	certification demonstrate proficiency in	certification demonstrate proficiency in
	the standards of the instructional,	most of the standards of the	all of the standards of the instructional,
	environment, and professionalism clusters	instructional, environment, and	environment, and professionalism
	of the RIPTS (teachers) or most of the	professionalism clusters of the RIPTS	clusters of the RIPTS (teachers) or all
	standards of the RISEL(administrators) and	(teachers) or most standards of the	standards of the RISEL(administrators)
	the RI Code of Professional Responsibility.	RISEL(administrators) and the RI Code of	and the RI Code of Professional
		Professional Responsibility.	Responsibility.
	Candidates recommended for certification	Candidates recommended for	Candidates recommended for
	do not demonstrate proficiency in most of	certification demonstrate proficiency in	certification demonstrate proficiency in
	the critical concepts, principles, and	most of the critical concepts, principles,	all of the critical concepts, principles,
	practices identified as the content	and practices identified as the content	and practices identified as the content
	competencies or field of study	competencies or field of study	competencies or field of study
	competencies for the certification area.	competencies for the certification area.	competencies for the certification area.



Transparency of	Programs do not clearly communicate		Programs clearly communicate
assessment	assessment purposes, processes, and		assessment purposes, processes, and
	outcomes to assure that all aspects of		outcomes to assure that all aspects of
	assessments used for certification		assessments used for certification
	recommendations are transparent to		recommendations are transparent to
	candidates.		candidates.
Consistency of	Programs do not provide some training to	Programs provide some training to	Programs provide training to faculty and
evaluation	faculty and clinical educators responsible	faculty and clinical educators responsible	clinical educators responsible for
	for evaluating candidate performance and	for evaluating candidate performance	evaluating candidate performance and
	do not regularly monitor their ongoing	and periodically monitor their ongoing	regularly monitor their ongoing
	evaluation to examine how effectively the	evaluation to examine how effectively	evaluation to assure that the
	implementation of performance-based	the implementation of performance-	implementation of performance-based
	assessments yields fair, accurate, and	based assessments yields fair, accurate,	assessments yields fair, accurate, and
	consistent evaluation of candidate	and consistent evaluation of candidate	consistent evaluation of candidate
	performance.	performance.	performance.

3.6 Additional Selectivity Criteria: Approved programs define, monitor, and assess, at entry and throughout the program, evidence of candidates' professional dispositions, and other research-based traits, such as leadership abilities, resilience, and perseverance, that are critical to educator effectiveness. (Provider Level Component) **Does Not Meet Expectations Approaching Expectations Meets Expectations** Establish criteria The programs do not identify several The programs identify several Programs use research on educator professional dispositions and other professional dispositions and other effectiveness and feedback from clinical research-based traits critical to educator research-based traits critical to educator partners and employers of program effectiveness that will be expected of all effectiveness that will be expected of all graduates to identify a set of candidates. candidates. professional dispositions and other research-based traits critical to educator effectiveness that will be expected of all candidates. Candidates demonstrate acceptable **Monitor and assess** Candidates do not demonstrate Candidates demonstrate almost performance on criteria acceptable performance levels on acceptable performance levels on performance levels on assessments for assessments for these dispositions, and assessments for these dispositions, and these dispositions and research-based research-based traits at some point during research-based traits at some point traits at admission, at entry to student teaching/internship and at the programs. during the programs. recommendation for certification. Programs incorporate little or no support Programs incorporate some support for Programs incorporate instruction and for developing these dispositions and traits developing these dispositions and traits support for developing these



and provide little or no feedback and	and provide some feedback and support	dispositions and traits and provide
support to assist candidates in	to assist candidates in strengthening	feedback and support to assist
strengthening their effectiveness in these	their effectiveness in these areas.	candidates in strengthening their
areas.		effectiveness in these areas.

Standard 4: Approved programs produce educators who are effective in PK-12 schools and classrooms, including demonstrating professional practice and responsibilities and improving PK-12 student learning and development.

4.1 Evaluation Outcomes: Approved programs produce effective educators, as evidenced through performance on approved LEA evaluations. Educators demonstrate a positive impact on student learning on all applicable measures and demonstrate strong ratings on measures of professional practice and responsibilities.

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Employer surveys	The program does not survey employers of recent program completers using a mechanism that is valid and reliable.	Programs survey employers of recent program completers using a mechanism to collect data that is reliable and valid.	The program annually surveys employers of recent program completers using a mechanism to collect data that is reliable and valid.
	The programs' survey is not constructed to yield actionable information about candidate impact on student learning or readiness for role and the skills or knowledge to work as professionals in school communities.	The program's survey is constructed to yield actionable information about candidate impact on student learning or readiness for role and the skills and knowledge to work as professionals in school communities.	The program's survey is constructed to yield actionable information about candidate impact on student learning, readiness for role and the skills and knowledge to work as professionals in school communities.
Program Completer Performance Data (Beginning 2016-2017)	The aggregate performance of the program's recent completers working in Rhode Island schools is below the aggregate performance distribution for all recent completers working in Rhode Island schools on any two or more of the following: overall effectiveness rating; professional practice; student learning; and professional responsibility scores. OR	The aggregate performance of the program's recent completers working in Rhode Island schools is below the aggregate performance distribution for all recent completers working in Rhode Island schools on any one of the following: overall effectiveness rating, professional practice, student learning and professional responsibility scores.	The aggregate performance of the program's recent completers working in Rhode Island schools is comparable to the aggregate performance distribution for all recent completers in Rhode Island Schools on the: overall effectiveness rating, professional practice, student learning and professional responsibility scores.



There is a pattern of recent program	
completers receiving ineffective	
ratings.	

4.2 Employment Outcomes: Approved programs demonstrate that educators are prepared to work effectively in PK-12 schools, as evidenced by measures that include employment milestones such as placement, retention, and promotion and data from recent program completers that report perceptions of their preparation to become effective educators and successfully manage the responsibilities they confront on the job. **Does Not Meet Expectations Approaching Expectations Meets Expectations Program completer surveys** The program does NOT survey recent The program surveys recent program The program annually surveys recent program completers or does not use a completers using a mechanism to collect program completers using a mechanism to collect data that is data that is reliable and valid and that is mechanism to collect data that is reliable and valid or is not constructed constructed in such a way to yield some reliable and valid and is constructed in to yield some information that is information that is actionable for such a way to yield significant actionable for program improvement. information that is actionable for program improvement. program improvement. The survey does not include The survey includes information information regarding completers' regarding completers' employment The survey includes information employment outcomes and questions regarding completers' employment outcomes or questions about their whether their preparation enabled perceptions of whether their preparation outcomes and questions about their perceptions of whether their them to become effective educators enabled them to become effective and successfully manage the educators and successfully manage the preparation enabled them to become responsibilities they confront on the responsibilities they confront on the job. effective educators and successfully job. manage the responsibilities they confront on the job. The program does not track post The program makes some effort to track completion employment and post completion employment and The program has in place strategies satisfaction of some candidates who satisfaction of some candidates who and systems that enable them to track pursue employment in RI and in states pursue employment in RI and in states post completion employment and other than Rhode Island. other than Rhode Island. satisfaction for the majority of its candidates who pursue employment in RI and in states other than Rhode Island.



Placement Data	The aggregate placement of the	The aggregate placement of the	The aggregate placement of the
(Beginning 2016-2017)	program's recent completers is below	program's recent completers is	program's recent completers is
	XX% for all completers.	at least XX% for all completers.	XX% or greater for all completers.

STANDARD 5: PROGRAM QUALITY AND IMPROVEMENT Approved programs collect and analyze data on multiple measures of program and program completer performance and use this data for continuous improvement. Approved programs and their institutions assure that programs are adequately resourced, including personnel and physical resources, to meet these program standards and to address needs identified to maintain program quality and continuous improvement.

5.1 Collection of Data to Evaluate Program Quality: Approved programs regularly and systematically collect data, including candidate and completer performance and completer impact on PK-12 students' learning, from multiple sources to monitor program quality. Approved programs rely on relevant, representative, and cumulative measures that have been demonstrated to provide valid and consistent interpretation of data. (Provider Level Component)

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Curriculum and Assessment	Providers and programs do not	Providers and programs establish some	Providers and programs establish
	establish structures and processes to	structures and processes to collect data	structures and processes to
	collect data on program quality,	on program quality, including data on	systematically collect data on program
	including data on coursework, the	coursework, the performance	quality on an annual basis, including
	performance assessment system	assessment system components and	data on coursework, the performance
	components and quality of feedback to	quality of feedback to candidates.	assessment system components and
	candidates.		quality of feedback to candidates.
Candidate and Completer	Providers and programs do not collect	Providers and programs collect some	Providers and programs collect
Performance	data on candidate and completer	data on candidate and completer	comprehensive data on candidate and
	performance, including educator	performance, including educator	completer performance, including
	preparation index data on completer	preparation index data on completer	educator preparation index data on
	impact on PK-12 students' learning, to	impact on PK-12 students' learning, to	completer impact on PK-12 students'
	evaluate program effectiveness in	evaluate program effectiveness in	learning, to evaluate program
	preparing effective educators.	preparing educators.	effectiveness in preparing educators.

5.2 Analysis and Use of Data for Continuous Improvement: Approved programs regularly and systematically analyze data 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. Approved Programs use the findings to modify program elements and processes and inform decisions related to programs, resource allocation and future direction. (Provider Level Component)

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Systematic program evaluation	Programs do not establish and		Programs establish and implement
	implement systems, structures, and		systems, structures, and processes to
	processes to systematically analyze		systematically analyze data on program
	data on program performance,		performance, perception data and
	performance data and candidate		candidate outcomes on an annual
	outcomes on an annual basis.		basis.
Evaluation-driven program	Programs do not use the data analysis	Programs use the data analysis to make	Programs use the data analysis to make
improvement	to make recommendations for	recommendations for program	recommendations for program
	program changes, resource allocation,	changes, resource allocation, and	changes, resource allocation, and
	and future improvements. Most	future improvements. Most historical	future improvements. Historical
	historical changes in the program	changes in the program can be	changes in the program can be
	cannot be explained in terms of data	explained in terms of data that	explained in terms of data that
	that drove/informed the changes.	drove/informed the changes.	drove/informed the changes.
Evaluation of implementation	Programs do not collect and analyze	Programs collect and analyze data to	Programs collect and analyze data to
of program modifications	data to evaluate the relationship	evaluate the relationship between	evaluate the relationship between
	between specific program practices	specific program practices (e.g.,	specific program practices (e.g.,
	(e.g., staffing, course design, clinical	staffing, course design, clinical sites)	staffing, course design, clinical sites)
	sites) and candidate performance.	and candidate performance. Programs	and candidate performance and
	Programs do not minimally continue to	minimally continue to monitor and	completer impact. Programs continue
	monitor and evaluate the impact of	evaluate the impact of program	to monitor and evaluate the impact of
	program changes.	changes.	program changes.

5.3 Reporting and Sharing of Data: Approved programs publicly report and widely share information and analysis on candidates successfully meeting program milestones, those candidates who do not meet milestones, and candidates recommended for certification. Approved programs publicly report and widely share measures of completer impact, including employment status, 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. (Provider Level Component)

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
EPP Reporting	Programs do not meet all RIDE EPP	Programs meet all RIDE EPP reporting	Programs meet all RIDE EPP reporting
	reporting requirements.	requirements.	requirements.



	Programs do not annually publish their	Programs annually publish their	Programs annually publish their
	Educator Preparation Index in a	Educator Preparation Index in a	Educator Preparation Index in a
	prominent place on their website and	prominent place on their website and	prominent place on their website and
	do not establish processes to	establish processes to distribute the	establish processes to systematically
	distribute the Index to stakeholders	Index to stakeholders and engage them	distribute the Index to key stakeholders
	and engage them in discussions about	in discussions about how the data	and engage them in discussions about
	how the data should be used to inform	should be used to inform program	how the data should be used to inform
	program changes.	changes.	program changes.
Provider Data Reporting	Programs supplement their Educator	Programs supplement their Educator	Programs supplement their Educator
	Preparation Index with little or no	Preparation Index with some additional	Preparation Index with additional data
	additional data collected by the	data collected by the program.	collected by the program and publically
	program.		report this data.

5.4 Stakeholder Engagement: Approved programs involve appropriate stakeholders, including alumni, employers, practitioners, and school and community					
partners, in program evaluation, improvement, and identification of models of excellence. (Provider Level Component)					
	Does Not Meet Expectations Approaching Expectations Meets Expectations				
Engage stakeholders in	Programs rarely or do not engage a	Programs occasionally engage a group	Programs regularly engage a		
program improvement and	group of appropriate stakeholders in	of appropriate stakeholders in	representative group of appropriate		
seek other models of effective	reviewing program performance and	reviewing program performance and	stakeholders in reviewing program		
preparation	rarely or do not collect and use	collect and use stakeholder feedback to	performance and collect and use		
	stakeholder feedback to inform	inform program improvement.	stakeholder feedback to inform		
	program improvement.		program improvement.		

current, exceptional expertise in their respective fields, and model the qualities of effective instruction and leadership. Approved programs maintain plans,					
activities, and data on results in t	activities, and data on results in the selection of diverse program-based and district-based faculty. (Provider Level Component)				
	Does Not Meet Expectations	Approaching Expectations	Meets Expectations		
Qualified faculty	Programs do not assure that most	Programs assure that most faculty	Programs assure that faculty members		
	faculty members have appropriate	members have appropriate	have appropriate qualifications, are		
	qualifications, are knowledgeable in	qualifications, are knowledgeable in	knowledgeable in their field of		
	their field of instruction, maintain	their field of instruction, maintain	instruction, maintain currency with		
	currency with respect to research and	currency with respect to research and	respect to research and trends in their		
	trends in their practice, and effectively	trends in their practice, and effectively	practice, and effectively model the		
	model the Professional Teaching	model the Professional Teaching	Professional Teaching Standards in		
	Standards in their practice.	Standards in their practice.	their practice.		

5.5 Diversity and Quality of Faculty: Approved programs ensure that candidates are prepared by a diverse faculty composed of educators who demonstrate



Ongoing evaluation of	Programs do not effectively evaluate	Programs effectively evaluate the	Programs effectively evaluate the
instruction	the teaching of most program faculty	teaching of most program faculty	teaching of all program faculty
	members and do not use the results of	members and generally use the results	members and use the results of the
	the evaluations to assure that quality	of the evaluations to assure that quality	evaluations to assure that high quality
	instruction is maintained throughout	instruction is maintained throughout	instruction is maintained throughout
	the program.	the program.	the program.
Faculty diversity and effort to	The composition of the faculty in the	The composition of the faculty in the	The composition of the faculty in the
support diversity	programs and, in the case of programs	programs and, in the case of programs	programs and, in the case of programs
	provided by higher education	provided by higher education	provided by higher education
	institutions, the overall faculty only	institutions, the overall faculty reflects	institutions, the overall faculty reflects
	marginally reflects the diversity of	some of the diversity of Rhode Island.	the diversity of Rhode Island.
	Rhode Island.		
	The provider and the programs	The provider and the programs	The provider and the programs
	demonstrate little or no effort to	demonstrate effort to achieve a diverse	demonstrate significant effort to
	achieve a diverse faculty.	faculty.	achieve a diverse faculty.
Build on diversity of faculty	Programs do not capitalize on the	Programs capitalize somewhat on the	Programs capitalize on the diversity of
	diversity of their faculty and in their	diversity of their faculty and in their	their faculty and in their clinical
	clinical partners by valuing the	clinical partners by valuing the different	partners by valuing the different
	different backgrounds and experiences	backgrounds and experiences that a	backgrounds and experiences that a
	that a diverse faculty brings to the	diverse faculty brings to the program.	diverse faculty brings to the program.
	program		

5.6 Other Resources: Approved programs and their institutions provide adequate resources to assure that programs meet the expectations for quality					
programs that are identified in these standards. (Provider Level Component)					
	Does Not Meet Expectations Approaching Expectations Meets Expectations				
Adequate resources	Providers do not allocate sufficient	Providers allocate sufficient resources	Providers allocate sufficient resources		
	resources to deliver effective educator	to deliver effective educator	to deliver effective educator		
	preparation consistent with most of	preparation consistent with most of the	preparation consistent with the		
	the expectations of the Rhode Island	expectations of the Rhode Island	expectations of the Rhode Island		
	Standards for Educator Preparation.	Standards for Educator Preparation.	Standards for Educator Preparation.		