

Rhode Island Program Approval Process

Educator Preparation Program Approval Guidelines

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Introduction to the Rhode Island Program Approval Manual

Purposes for the RI Program Approval Process

This manual describes the Rhode Island Program Approval (RIPA) Process and provides guidance for Rhode Island colleges, universities, and private organizations that seek approval for their educator preparation programs. The RIPA Process is a standards-based approval process designed to ensure that PK-12 educators have access to quality programs that prepare them well for the increasing expectations of proficiency-based elementary and secondary education.

Rhode Island General Law (16-1-5) provides the Commissioner of the Rhode Island Department of Elementary and Secondary Education (RIDE) the authority to approve educator certification programs within Rhode Island. Graduates of these approved programs who are recommended by their institutions and who pass state licensure examinations and other applicable requirements are eligible for certification as educators in Rhode Island. Graduation from an approved program also assures that an educator is eligible for certification in other states that are party to the Interstate Certification Agreement administered by the National Association of State Directors of Teacher Education and Certification (NASDTEC).

Educator Preparation Programs¹ that wish to earn state approval initiate this voluntary approval process by following the guidance contained in this document starting with a formal request for a review by the Rhode Island Department of Education. RIDE and its staff work with eligible programs throughout the RIPA Process both to support their efforts to secure approval and to work towards continuous program improvement as articulated in the Rhode Island Program Approval Standards.

Background of the RIPA Process

The current RIPA Process originated when in 1997 the previous approval system was suspended to allow for the development of a standards-based program approval process. RIDE, in collaboration with stakeholders in PK-12 education, higher education, and other interested partners, developed four program approval standards – assessment, curriculum, diversity, and resources – as the basis for the new approval process. An additional foundational element of the newly designed process was the integration of the Rhode Island Beginning Teacher Standards (RIBTS) which articulated what beginning teachers in Rhode Island should know and be able to do into the approval process.

¹ Educator Preparation Programs, when used throughout this guide, refers to any college, university or private organization that wishes to or has attained approved preparation program status for the purpose of preparing prospective educators for Rhode Island certification.

Since 1997, the RIPA Process has been structured upon rounds of visits in which each of the educator preparation programs are visited at least every five years, the maximum allowable length of approval. An important part of the RIPA design process is the increased expectations for program performance in relation to the RIPA Standards since the first round of pilot visits in 2001 through which all programs received approval under this revised system.

As the second round of approval visits nears completion, the RIPA Process continues to evolve in response to ‘lessons learned’ and from input from RIDE, PK-12 educators, higher education, and other partners. The most significant change to date has been a set of revised standards from the original four approval standards to six standards to promote greater clarity and further emphasis on program improvement. Other changes include revisions to the visiting team report format, RIPA guidance documents, and the on-site visit schedule. RIDE intends that continual revision will remain an integral part of the approval process to remain current and responsive to the needs of the state and the education community.

Looking forward to the third round of visits and beyond, RIDE envisions continuing improvements and refinements to the RIPA Process as the Rhode Island Professional Teaching Standards (RIPTS) come to form the foundation of the approval process. RIDE also expects that the ongoing process of implementation and revision that has helped to grow and evolve the RIPA Process since 1997 will continue as a strength of this evolving and improving approval process.

Overview of the RIPA Manual

This document provides interested parties with the necessary information to either begin a new program or to request approval for the continuation of previously approved programs. The following chapter descriptions indicate the organization and structure of the manual. RIDE also maintains a [RIPA page](#) on the RIDE web site that contains additional information and downloadable documents for use by the education field.

Chapter 1: Overview of the RI Program Approval Process

Chapter 2: RI Program Approval Standards

Chapter 3: RI Program Approval for New Programs

Chapter 4: The Institutional Report for Continuing Programs

Chapter 5: The On-Site Visit Process

Chapter 6: RI Program Approval Visit Team Report and Commissioner’s Decisions

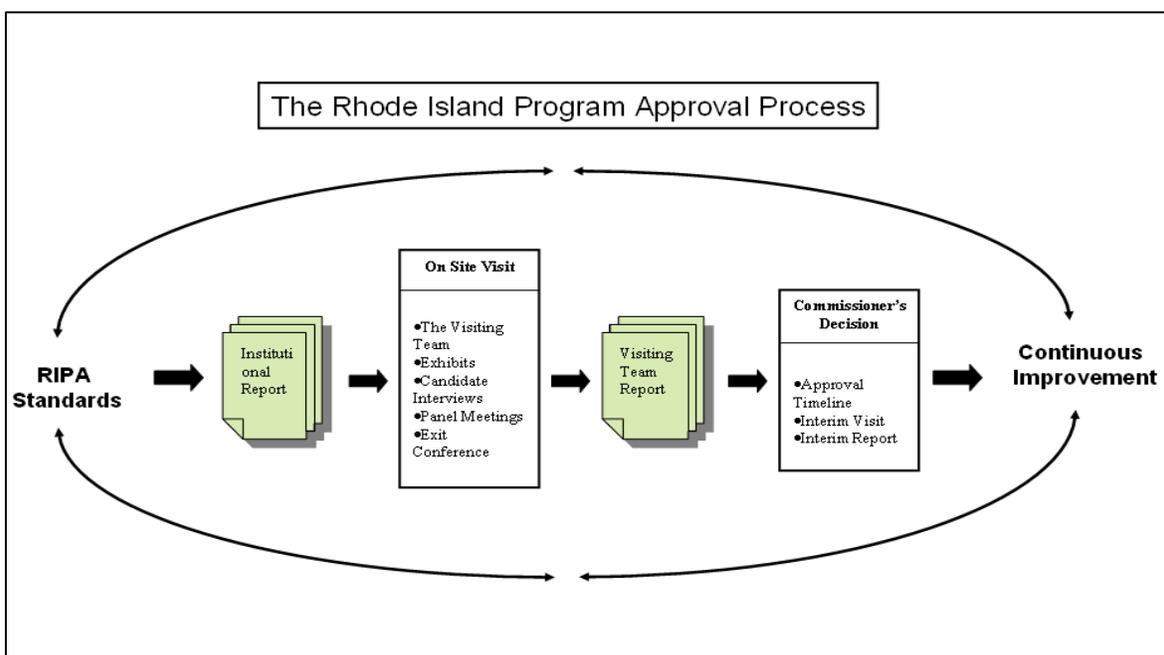
Chapter 7: RI Program Approval Cycle of Review and Improvement

Appendices – RI Program Approval Documents and Schedules

Due to the iterative nature of the RIPA Process and subsequent ongoing revisions to approval materials, interested parties should check with RIDE and the RIDE website for the most current version of RIPA documents and materials. Any questions regarding the approval process should be directed to the RIDE Office of Educator Quality and Certification.

Chapter 1 – Overview of the RI Program Approval Process

The RIPA Process was established to evaluate the performance of Rhode Island educator preparation programs. RIPA is a standards-based process that is founded upon the six Rhode Island Program Approval Standards described in Chapter 2. The RIPA Process is specifically designed to promote continuous programmatic improvement to ensure high quality educator preparation for all candidates. The visual depiction below identifies essential elements of this process.



The RIPA Process is a cyclical process that begins with the Rhode Island Program Approval Standards. Approved programs continue the RIPA cycle by implementing reforms based on previous RIPA on-site visit findings and recommendations. Newly-designed programs enter the approval cycle by submitting a detailed design of their proposed program to RIDE. The program review process operates on an established timeline to determine the status of the programs through an on-site visit process described within this document. Key elements of the program review process include an Institutional Report, a RIPA Visiting Team, inquiry protocols, the visiting team report, and the Commissioner's approval. The RIPA Process represents a collaborative relationship between RIDE and Rhode Island colleges, universities, and private organizations to engage educator preparation programs in a continuous improvement cycle based on established standards and critical feedback on program performance.

Elements of the RIPA Process

The RIPA Standards

The six (6) Rhode Island Program Approval Standards apply to all undergraduate, graduate and non-degree programs that lead to the issuance of an initial teaching certificate as well as programs that lead to advanced certification in areas such as school leadership, reading specialist, school psychologist, and school counselor. Since the RIBTS Standards are the foundation of the RIPA Process, programs should ensure alignment of their programs with these standards. Note, advanced certification programs (i.e. reading specialist, school counselor, school leadership, school psychologist, special education, and speech and language pathologist) should use the appropriate standards from their professional associations (e.g., IRA, CACREP or ASCA, ISLLC, NASP, CEC, ASHA). Note also, specific subject matter standards (e.g., ACEI, ACTFL, NCTE, NCTM, etc.) for initial certificate programs are articulated through program approval indicator 2.02.

The following six (6) standards provide the overall structure for the review of educator preparation programs in Rhode Island. Specific and complete indicators for each standard are provided in Appendix B and Chapter 2.

1. Prospective educators recommended for licensure by Rhode Island Educator Certification Programs are proficient in the Rhode Island Beginning Teacher Standards.¹
2. Prospective educators in Rhode Island Educator Certification Programs have the opportunity to acquire the knowledge, develop the dispositions, and practice the skills that are encompassed in the Rhode Island Beginning Teacher Standards.
3. Prospective educators have the opportunity to develop their learning in a variety of high quality field sites with professionals who model effective educational practice, assume responsibility for educating prospective colleagues, and are committed to ongoing professional development.
4. Rhode Island Educator Certification Programs and their institutions demonstrate a commitment to affirming the diversity of our state, our communities, and our public schools by preparing educators who can work effectively with students, families, community members, and colleagues from diverse backgrounds to create learning communities in which all students succeed.

¹ The Rhode Island Beginning Teacher Standards are the applicable standards for all educator preparation programs that lead to initial certifications. All educator preparation programs that lead to advanced certification are reviewed against appropriate professional standards as designated by the program.

5. Rhode Island Educator Certification Programs are supported by college and university structures that provide the resources necessary to ensure adequate resources for quality programs; a faculty that is engaged in scholarship, demonstrates exceptional expertise in its teaching fields, and is actively involved in PK-12 schools; and coherence within and across programs

6. Rhode Island Educator Preparation Programs engage in a process of regular evaluation to ensure program improvement.

The RIPA On-Site Visit

The on-site visit is a critical element in the approval process. During this visit, RIPA teams evaluate program performance against the RIPA Standards and the evidence presented in the Institutional Report (IR). A thorough understanding of the RIPA Standards and effective preparation for the on-site visit are essential to ensure that institutions clearly articulate the performance of their programs.

The RIPA on-site visit process is composed of five (5) key stages:

1. The college or university president or in the case of a private provider, the highest level of organizational leadership, requests approval for one or more educator preparation programs.
2. Interested parties develop and submit an IR following established guidelines that articulate the current performance of the program(s) in relation to the RIPA Standards.
3. RIDE conducts an on-site visit based on the analysis of specified evidence and inquiry activities to assess program performance as asserted in the IR.
4. The visiting team compiles a report that rates program performance; summarizes its review of the program(s); and provides commendations and recommendations for improvement.
5. The Commissioner of the Rhode Island Department of Elementary and Secondary Education issues an approval decision based upon the findings of the visiting team and the decision is communicated to the college, university or private partner.

The on-site visit follows established schedules and protocols. RIDE staff work with the institutions to prepare for this important event. Continuing and new programs undergo the same visit process, however new programs are only eligible for a two (2) year approval. Further guidance for the on-site visit is provided in Chapter 3 for new programs and Chapter 5 for continuing programs.

The RIPA Visiting Team

RIPA visiting teams include a balance of expertise in terms of knowledge of content, instruction, assessment, and professional development. The team includes individuals who possess the knowledge and skills necessary to adequately assess the program and its components and offer recommendations of how to make the program stronger. RIPA teams are comprised of people trained in the review process as well as individuals who previously have engaged in similar review processes.

The team's role is a combination of auditing/verifying assertions made in the Institutional Report and evaluating actual performance through observations, visits to schools, interviews, review of evidence provided by the program and the review of the institutional report as well as individual candidate portfolios. The size of the team is small enough to promote a close working relationship with the programs and large enough to thoroughly examine the evidence in support of the standards. Actual team size is determined by the size of the program and the number of certification areas. RIPA teams are assembled by RIDE staff, and at a minimum, are comprised of three (3) individuals. Team members include Rhode Island PK-12 teachers, out-of-state college and university faculty, and other education professionals. RIDE makes every effort to assemble teams whose members come from institutions that are similar to the ones being reviewed. The PK-12 educators participating on the review team have been designated as outstanding educators. RIDE trains team members to successfully participate in the approval process including the knowledge of Rhode Island certification and preparation policies, the skills to evaluate varied sources of information, and the dispositions to support the continuous improvement of educator preparation programs.

RIDE maintains the authority to assemble the visiting team and RIDE policies regarding conflict of interest apply to the appointment of team members. During the planning process, RIDE will present a formal visiting team list to the program being reviewed for comment. If the program has concerns about any member named to a team, it may petition the Rhode Island Department of Education in writing within seven days of notification citing its reasons for requesting a different team composition. RIDE considers all requests and will make a final determination based upon the concerns and any available evidence. The programs being reviewed are responsible for all travel and related costs for RIPA team members. RIDE may periodically invite observers to participate in the review process. RIDE will inform the programs of the presence of any potential observers and discuss any related concerns. Observers are responsible for their own costs and do not participate as team members in the review process nor the development of findings and recommendations.

The Institutional Report

The IR serves both as a self-assessment of program performance against the RIPA Standards and as a primary source of documentation for the RIPA on-site visit process. Specific guidance for the development of the IR including required and recommended prompts, formats, and data is provided in Chapter 4. There are no page limits for the IR, but programs are recommended to write in a concise manner that provides only the necessary information and supporting evidence. Two (2) hard copies and an electronic version of the draft IR should be sent to RIDE ten (10) weeks prior to the on-site visit for formative review. A final copy should be sent to each visiting team member six (6) weeks prior to the scheduled visit. The final copy should be provided as both paper and electronic documents for ease of review.

The RIPA Visiting Team Report

The RIPA Visiting Team Report contains the findings, commendations, and recommendations that result from a RIPA on-site visit. This detailed report is based upon a review of the provided evidence and the inquiry activities that form the basis of the on-site visit. The report is organized by initial and advanced programs and identifies the team's assessment of each reviewed program for each RIPA standard and indicator. The report represents the consensus evaluation of the programs and uses clear language to convey the findings, commendations, and recommendations. The report also contains the team's recommended approval ratings that are communicated to the Commissioner to inform the final approval decision process. Prior to the release of the RIPA Visiting Team Report, programs are provided an opportunity to conduct a factual review to ensure accuracy of the findings. Additional information is provided in Chapter 6 about the Visiting Team Report and the factual review process.

The RIPA Decision and Timelines

Upon the completion of a RIPA on-site visit and the issuance of a RIPA Visiting Team Report, the Rhode Island Commissioner of Elementary and Secondary Education issues an approval decision and timeline. The decision is contained in a letter from the Commissioner to the president of college or university or appropriate leadership of private organizations that indicates the approval status and specifies any required improvement actions. The letter also indicates the length of approval for the next RIPA interim or full program approval visit. Educator preparation programs are eligible for a zero (0) to five (5) year approval based upon the findings and recommendations of the RIPA Visiting Team that resulted from the on-site visit. Further information regarding RIPA decisions and timelines are provided in Chapter 6.

RIPA Interim Visits

Educator preparation programs that are not given a full five (5) year approval as a result of a RIPA on-site visit may be given an approval that requires an interim visit to monitor progress toward the team's findings and recommendations. RIPA visiting teams in conjunction with RIDE staff determine the timeline, structure, and purpose of the interim visit and communicate this to the program through the RIPA Visiting Team Report and the Commissioner's letter of approval. Interim visits may be comprised of RIDE staff and/or returning RIPA Visiting Team members. Chapter 7 provides further information regarding interim visits.

Continuous Improvement

Since the design and implementation of the RIPA Process, RIDE has worked collaboratively with Rhode Island colleges, universities, and other partners to support a continuous improvement model of educator preparation. RIDE seeks to engage and support the programs in this work through partnerships such as the Educator Preparation Partnership, grants, and statewide initiatives. Thus RIDE has positioned the RIPA Process as an ongoing process of self and external assessment, program improvement, and progress monitoring. Chapter 7 further details this vision of continuous improvement.

Chapter 2 – The Rhode Island Program Approval Standards

The RIPA Standards are composed of six (6) standards and accompanying indicators that articulate the expectations for educator preparation programs in the state. Designed beginning in 1997 and first used to evaluate programs in 2001, the RIPA Standards represent a collaborative effort between RIDE, colleges and universities, other partners, and the education community. Subsequent revisions have occurred in 2002 regarding the diversity standard and in 2007 reorganizing and realigning the standards from four to six for greater clarity. Each of the six (6) RIPA Standards is described in greater detail through a set of indicators that articulate specific elements of the standard.

The RIPA Standards apply to all educator preparation programs that lead to initial certifications as well as advanced programs that lead to certification in areas such as school leadership, reading specialist, school psychologist, and school counselor. The RIPA Standards articulate the Rhode Island Beginning Teacher Standards (RIBTS) as expected performances levels for all beginning educators. As the RIBTS only apply to initial teaching certification, programs that prepare candidates for advanced certifications should substitute the appropriate national professional association standards for the RIBTS in the text of the standards. When more than one set of nationally recognized standards is available, the institution should select the standards it uses to assess candidate performance and provide the Department of Education with a rationale for the selection. RIDE will then use the selected standards as the basis of program evaluation and approval. Regardless of the standards selected, the RIPA Process is based upon how well initial and advanced certification programs perform in relation to each standard and indicator.

The RIPA Standards

The following six (6) standards provide the overall structure for the review of educator preparation programs in Rhode Island.

1. Prospective educators recommended for licensure by Rhode Island Educator Certification Programs are proficient in the Rhode Island Beginning Teacher Standards.
2. Prospective educators in Rhode Island Educator Certification Programs have the opportunity to acquire the knowledge, develop the dispositions, and practice the skills that are encompassed in the Rhode Island Beginning Teacher Standards.
3. Prospective educators have the opportunity to develop their learning in a variety of high quality field sites with professionals who model effective educational

practice, assume responsibility for educating prospective colleagues, and are committed to ongoing professional development.

4. Rhode Island Educator Certification Programs and their institutions demonstrate a commitment to affirming the diversity of our state, our communities, and our public schools by preparing educators who can work effectively with students, families, community members, and colleagues from diverse backgrounds to create learning communities in which all students succeed.
5. Rhode Island Educator Certification Programs are supported by college and university structures that provide the resources necessary to ensure adequate resources for quality programs; a faculty that is engaged in scholarship, demonstrates exceptional expertise in its teaching fields, and is actively involved in PK-12 schools, and coherence within and across programs
6. Rhode Island Educator Preparation Programs engage in a process of regular evaluation to ensure program improvement.

Each of the RIPA Standards and its associated indicators are presented on the following pages.

Standard One

Prospective educators recommended for licensure by Rhode Island Educator Certification Programs are proficient in the Rhode Island Beginning Teacher Standards.

1.01 Assessment, Advisement, Feedback, and Counseling throughout the Program:

Prospective educators are assessed through an ongoing process that begins with admission to the program and continues through recommendation for licensure. The results of these assessments are used to monitor candidates' progress toward meeting the standards and to provide academic and professional advisement throughout the program.

1.02 Admission into the Program: Prospective educators are admitted to certification programs based upon clearly articulated criteria that address the candidates' potential to meet the standards for licensure.

1.03 Determination of Readiness for Student Teaching or Supervised Internship:

Prospective educators demonstrate their readiness for student teaching or supervised internship through an evaluation of their performance with respect to the Rhode Island Beginning Teacher Standards.

1.04 Assessment at the Completion of Clinical Experiences and as a Basis for

Recommendation for License: Prospective educators demonstrate their performance for the completion of student teaching or supervised internship and are recommended for licensure through an evaluation process that is shared by the college or university

supervisor and the cooperating teacher or internship supervisor and based on performance with respect to the Rhode Island Beginning Teaching Standards.

1.05 Validity of Assessment System: Assessment systems are aligned with educator standards and with instructional processes, use multiple assessments and various methodologies, and have expectations that are clearly communicated to prospective educators.

1.06 Reliability of Assessment System: Assessment systems yield fair, accurate, and consistent evaluation of prospective educators.

Standard Two

Prospective educators in Rhode Island Educator Certification Programs have the opportunity to acquire the knowledge, develop the dispositions, and practice the skills that are encompassed in the Rhode Island Beginning Teacher Standards.

2.01 Professional and Pedagogical Studies: Prospective educators follow a well-planned scope and sequence of courses and experiences to develop the knowledge, dispositions, and skills encompassed in the Rhode Island Beginning Teacher Standards.¹

- **General Knowledge:** Prospective teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.
- **Content Knowledge and Pedagogical Knowledge:** Prospective teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.²
- **Learning and Human Development:** Prospective teachers create instructional opportunities that reflect an understanding of how children learn and develop.
- **Diversity of Learners:** Prospective teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

¹ The adoption of the Rhode Island Beginning Teacher Standards, including standards and indicators, by preparation programs is assumed even though only the more global standards statements are reprinted in this document.

² The institution delineates the specific national subject standards for each certificate area. If national standards are not available for a subject area the institution will structure the program on documented research from national, state, and professional associations. When more than one set of national standards is available, the institution will provide a rationale for the standards selected.

- **Thinking Skills:** Prospective teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.
- **Learning Environment:** Prospective teachers to create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.
- **Collaboration:** Prospective teachers foster collaborative relationships with colleagues and families to support students' learning.
- **Communication Skills:** Prospective teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.
- **Assessment:** Prospective teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.
- **Reflection:** Prospective teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.
- **Professional Standards:** Prospective teachers maintain professional standards guided by social, legal, and ethical principles.

2.02 Subject Matter Knowledge: Prospective educators develop a deep understanding of the subject matter in their area of certification.

2.03 Technology: Prospective educators develop an understanding of the role of technology in education and learn how to use technology as an instructional and administrative tool.

2.04 Additional Rhode Island Certification Requirements: Prospective educators develop any additional knowledge and or skills required by Rhode Island educational law or regulations of the Board of Regents for Elementary and Secondary Education.

2.05 Coherence: Prospective educators pursue coherent educational studies that are grounded in research and theory.

Standard Three

Prospective educators have the opportunity to develop their learning in a variety of high quality field sites with professionals who model effective educational practice, assume responsibility for educating prospective colleagues, and are committed to ongoing professional development.

3.01 Extensive Clinical Experience: Prospective educators complete purposeful and sequenced field experiences, including field experience prior to student teaching or internship periods. Through student teaching or an internship they have the opportunity to experience all aspects of teaching.

3.02 Clinical Experience in a Variety of Settings: Prospective educators complete field experiences in a variety of educational settings, including schools which serve culturally, linguistically, and economically diverse students and classrooms that serve students with a range of abilities, including students with exceptional needs.

3.03 Effective Field Sites: Prospective educators complete field experiences in settings where they have the opportunity to practice their learning in a way that is consistent with the Rhode Island Beginning Teacher Standards.

3.04 Effective Cooperating Teachers and Internship Supervisors: Approved programs place prospective educators exclusively with cooperating teachers and internship supervisors whose practice is consistent with the Rhode Island Beginning Teacher Standards. The cooperating teachers and internship supervisors know how to help prospective educators develop and how to evaluate prospective educators in order to make a recommendation regarding successful performance with respect to the standards.

3.05 Recruit and Provide Professional Development for Cooperating Teachers and Internship Supervisors: Approved programs recruit cooperating teachers, internship supervisors, or mentors whose practice is consistent with the Rhode Island Beginning Teacher Standards and who are committed to supporting the development of prospective educators. The programs provide professional development opportunities and other incentives to help these educators enhance their effectiveness in these roles.

3.06 College/University and School Partnerships: Approved programs establish collaborative and respectful relationships between college and university faculty and their institution and field-based educators, their schools, and their school districts that benefit both the institution of higher education and the K-12 school district for the common goal of preparing prospective educators and meeting the needs of the schools and districts.

Standard Four

Rhode Island Educator Certification Programs and their institutions demonstrate a commitment to affirming the diversity of our state, our communities, and our public schools by preparing educators who can work effectively with students, families, community members, and colleagues from diverse backgrounds to create learning communities in which all students succeed.

4.01 Curriculum: Prospective educators develop the knowledge, skills, and dispositions essential to preparing them to be effective teachers of diverse students.

The preparation includes a curriculum that engages all students in issues of diversity in our world and in our schools. The curriculum also expands the socio-cultural awareness of prospective educators by helping them become more aware of how their own world views are shaped by their life experiences. The curriculum helps prospective educators develop affirming attitudes towards individuals from diverse backgrounds and a commitment to making schools places where all students succeed. Throughout their preparation, prospective educators learn about diverse communities and students and learn to teach in diverse communities and classrooms. They learn to create classrooms in which instruction builds from the cultures of their students communities.

4.02 Field Experiences that Capitalize on the Diversity of PK-12 Schools: Prospective educators successfully complete field experiences that are designed to assure interaction with exceptional students, and students from different ethnic, racial, gender, socio-economic, language, and religious groups. Through these experiences prospective educators examine issues of diversity in teaching and learning. Skilled cooperating teachers and college and university faculty help the prospective educators use these experiences to improve their ability to teach students from diverse backgrounds effectively.

4.03 An Environment that Values Diversity: Colleges and universities and their educator preparation programs make issues of socio-cultural awareness, affirmation of diversity, and the preparation of culturally responsive educators central to their mission. Colleges and universities establish a campus environment that promotes and sustains a diverse community. They capitalize on the community's diversity to promote deeper understanding of issues of equity and diversity in our state, our communities, and our schools.

4.04 Faculty: Colleges and universities and the educator preparation programs recruit, hire, support, and retain a diverse faculty. Prospective educators have the opportunity to learn from faculty members whose diverse backgrounds enable prospective educators to view their craft through a wide lens.

4.05 Students: Colleges and universities and their educator preparation programs recruit, admit, support, and retain a diverse student body. The program's admission processes, curriculum, access to student services, and counseling and mentoring programs are designed to support the preparation of a more diverse educator work force. Prospective educators from diverse cultural backgrounds and with experiences that differ from the other prospective educators find their participation is elicited, valued, and affirmed throughout the preparation program.

Standard Five

Rhode Island Educator Certification Programs are supported by college and university structures that provide the resources necessary to ensure quality programs; a faculty that is engaged in scholarship, demonstrates exceptional expertise in its teaching fields, and is actively involved in PK-12 schools; and

coherence within and across programs. Institutions seeking Rhode Island Department of Education approval for educator preparation programs must be accredited by NEASC.

5.01 Qualified Faculty Members: The Professional education faculty is composed of individuals with exceptional expertise as teachers and scholars in their teaching fields. They exemplify the qualities of effective instruction including the proficiencies described in the Rhode Island Beginning Teacher Standards.

5.02 Faculty Responsibilities and Professional Development: The professional education faculty is composed of individuals who are involved in teaching, scholarship, and service. They are involved with practice in PK-12 schools. Approved programs ensure the ongoing professional development of their faculty.

5.03 Resources: Approved programs assure access to adequate resources to support teaching and scholarship, including the necessary personnel, facilities, equipment, library, curriculum resources, educational technology, and financial resources to support quality programs.

5.04 Professional Community: Approved programs support collaboration among higher education faculty, school personnel and other members of the professional community to prepare new educators and to improve the quality of education of children.

5.05 Coherence within and Across Programs: Approved programs ensure that coherence exists between the Rhode Island Beginning Teacher Standards and student outcomes, courses, field experiences, instruction, and assessment, both within and across programs.

Standard 6

Rhode Island Educator Preparation Programs engage in a process of regular evaluation to ensure program improvement.

6.01 Commitment to High Quality and Improvement: Approved programs engage in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and use these findings to improve the preparation of prospective educators through the modification of the program.

Professional and Subject Matter Standards

As was discussed above, the RIBTS provide the structure for initial educator certification in Rhode Island. These standards, which are aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, are detailed as the specific

indicators for 2.01 Professional and Pedagogical Studies for initial certifications. (A copy of the RIBTS is provided in Appendix D.) As the Rhode Island education community transitions to the Rhode Island Professional Teaching Standards (RIPTS), the RIBTS will be integrated into the RIPA Process.

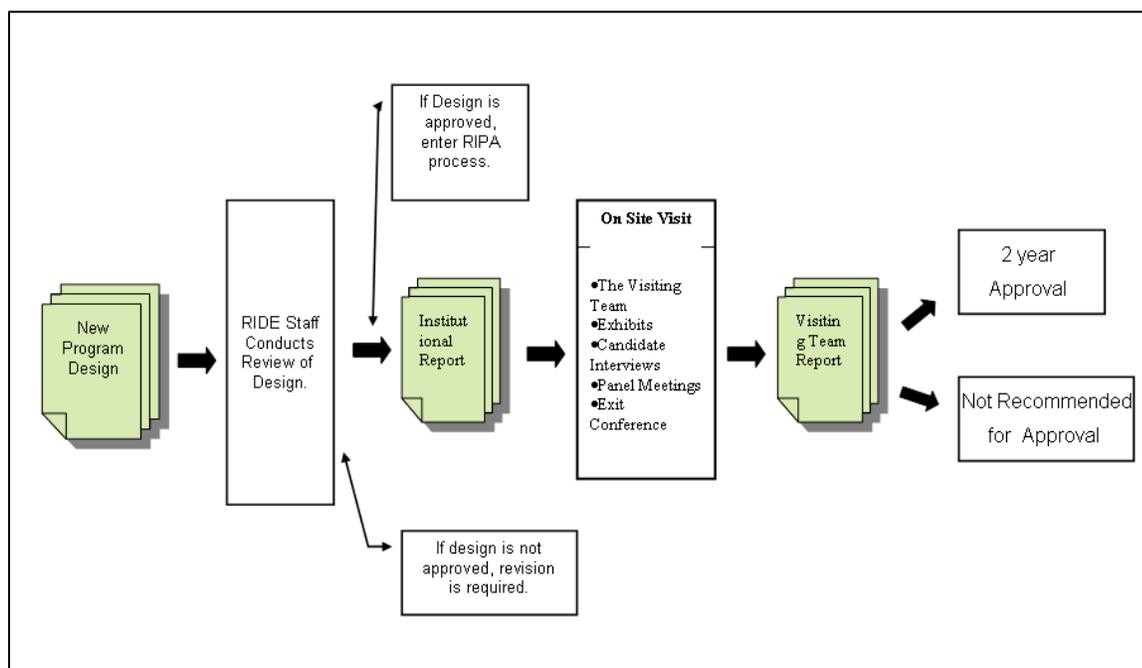
Programs that lead to other certificates (e.g., reading specialist, school counselor, school leadership, school psychologist, special education, speech and language pathologist) should use the appropriate standards from their professional associations (e.g., IRA, CACREP or ASCA, ISLLC, NASP, CEC, ASHA) as the specific indicators for 2.01 Professional and Pedagogical Studies for advanced certifications.

RIPA Standard 2.02 addresses the specific subject matter standards for each certificate. Guidance for this indicator should come from the appropriate professional association's standards for the subject area (e.g., early childhood – NAEYC, elementary – ACEI, English – NCTE, mathematics – NCTM, modern languages – ACTFL). Programs should be sure to demonstrate how their program curriculum aligns with the appropriate national subject standards (NAEYC, ACEI, NCTE, etc.) as articulated in RIPA Standard 2.02. This indicator is not applicable to advanced certificates.

The rubric used by the RIPA Visiting Team to evaluate the educator preparation programs against the RIPA Standards is provided in Appendix C.

Chapter 3 – RI Program Approval for New Programs

Institutions of higher education in Rhode Island or private organizations that wish to offer new educator preparation programs that lead to state approval are required to follow the process identified in this chapter. The goal of this process, like that for continuing programs, is to ensure that all educator preparation programs provide prospective educators with preparation that meets the expectations of the RIPA Standards and with training that supports candidates in meeting either the RIBTS or other appropriate national professional standards. Institutions and organizations that seek to initiate a new program are encouraged to consult with RIDE staff throughout the design and submission process. The visual below illustrates the RIPA Process for the approval of new programs.



New Program Design Report and Review

As is indicated in the above visual, the first step for approval for a new program is to develop and submit a complete detailed design of the program. This detailed design includes the following:

- a description and analysis of the of the proposed assessment system
- the specific curriculum sequence
- the identification of field sites
- an implementation plan to address all aspects of diversity

- the identification of critical resources
- a plan for continuous review and improvement

This program design report must be completed and submitted to RIDE for approval prior to the institution or private organization accepting any candidates into the new program. Two (2) hard copies and one (1) electronic copy are required. RIDE reviews the submitted and completed design to ensure that the proposed program meets the identified requirements and has a high probability of earning approval as an approved program by the RIPA Process once the program is implemented. RIDE reviews the report to ensure alignment with the RIPA Standards that are articulated in the new program design prompts. As part of this review RIDE may require additional information, clarifications, and revisions to ensure the program is likely to meet the RIPA Standards. This review process must be complete before RIDE will grant permission to start the program and to admit students.

The following guidance identifies the minimum required elements for a program design report that must be submitted to RIDE for approval prior to accepting candidates into a new program.

1. A formal written request from the college/university President or the highest level of organizational leadership addressed to the Commissioner of Elementary and Secondary Education. The request should identify all programs/certificate areas the IHE or private organization would like to offer as approved programs and the intended start date.
2. Background information on the institution or private organization proposing the program, identification of the certificate(s) that will be awarded, a rationale for offering the program, and a timeline for implementation.
3. A detailed description, using the chart below as a guide, of the candidate assessment system. (1.01) The description should identify points in the program where formal assessments are conducted (e.g., admissions, prior to student teaching, prior to licensure recommendation)? (1.02, 1.03, 1.04) For each summative assessment point, respond to the following questions or prompts:
 - What criteria are used at each point? (1.02, 1.03, 1.04)
 - What are the sources of evidence that are reviewed (e.g., standardized test results, GPA, portfolios, recommendations)? (1.02, 1.03, 1.04)
 - Describe the review process. Who reviews material? How is the review documented? What decisions are made? (1.01, 1.05, 1.06)
 - Describe the procedures used to ensure that candidates understand the assessments, how they are used, and how they can prepare for them. (1.01)

- Describe how the evaluators are trained. (1.05, 1.06)

Assessment Point	Criteria	Sources of Evidence	Evaluators and Review Process	Possible Decisions
Admissions				
Rationale				
Assessment Point	Criteria	Sources of Evidence	Evaluators and Review Process	Possible Decisions
Prior to Student Teaching/Internship				
Rationale				
Assessment Point	Criteria	Sources of Evidence	Evaluators and Review Process	Possible Decisions
Recommendation for Licensure				
Rationale				

- A description of how the assessment system assures the assessment of all key standards applicable to the certificate area. Specifically, how is the assessment system aligned with the program standards? (1.05)
- An overview of the educator preparation curriculum, highlighting the opportunity to acquire and to perform consistent to the RIBTS or the appropriate national standards and the ways in which they will be assessed. This overview should be presented as a chart that provides a map

of the curriculum illustrating all courses, the focus in terms of standards, and the products that emanate from each course. (2.01)

6. A copy of the syllabus for every course. (2.01, 2.02)
7. The identification of the subject matter standards that guide the content preparation of educators in the program and an explanation of how candidates will attain these standards and how the attainment will be assessed. Provide any additional text that is necessary to fully explain the subject matter preparation. (2.02)
8. A description of how technology integration will be developed through the curriculum. (2.03)
9. A description of how candidates will be prepared for key state initiatives applicable to the certificate area in PK-12 schools (e.g., GLEs, GSEs, PS&I, I-Plans). (2.04)
10. A detailed description of the clinical experiences required by the program. The description should address the purpose of each field experience, the sequencing of experiences, the setting and duration, and any products that result from the experience. (3.01)
11. A description of the ways that all prospective educators will have the opportunity to work with students in a variety of schools, including those that serve culturally, linguistically, and economically diverse students and students with a range of abilities. (3.02)
12. A description of how cooperating teachers and internship supervisors will be recruited, prepared, and supported. Include the criteria for individuals who will serve in these roles. (3.04, 3.05)
13. A list of districts and schools within the districts where the program will place prospective educators and copies of partnership agreements with these districts and schools. (3.03, 3.06)
14. A description of the ways in which the prospective educators will engage in discussions and actions that help them explore issues of diversity in our world and our schools. (4.01) This can be presented as a curriculum map that identifies specific knowledge, skills, and dispositions and how they are assessed throughout the program. The map can extend beyond educator preparation courses and experiences to identify other aspects of the curriculum that are experienced by all students at the college, university, or private partner organization. The description should extend beyond learning about diversity and address teaching for diversity. The curriculum details should include the following:

- The way(s) in which prospective educators expand their own socio-cultural awareness, including awareness of their own personal histories, the nature of culture as evolving and having variation within any group, and a knowledge of the histories, contributions, and status of various racial and ethnic groups.
 - The ways in which prospective educators develop affirming attitudes towards individuals from diverse backgrounds.
 - The ways in which prospective educators develop a commitment to making schools places where all PK-12 students succeed.
 - The ways in which prospective educators learn about diverse communities and learn to teach in diverse communities
 - The ways in which prospective educators learn to design and implement instruction that builds from the cultures of their PK-12 students and communities.
15. A copy of NEASC’s accreditation of the host institution.
16. A list of key faculty members, including their qualifications to meet the demands of this program. (5.01, 5.02)
17. A detailed list of the resources (e.g. facilities, equipment, library, curriculum resources, educational technology, and financial) that have been designated to support a program that meets the RIPA Standards. (5.03, 5.04)

Review of New Programs

Once RIDE has approved a program design and candidates have been admitted, the program enters the RIPA Process. As with continuing programs, new programs must develop and complete a full Institutional Report (IR). RIDE will consult with the institution or organization in order to schedule a full on-site approval visit, including a RIPA Visiting Team, for the new program. The on-site visit must occur prior to the completion of the program by any student. The visiting team for a new program has two (2) approval options:

1. Approve the program for an initial two (2) years.
2. Recommend that the program is not ready for approval. The program will be closed and no longer allowed to admit students.

If a new program receives a two (2) year approval, the visiting team will return at the end of the two (2) years to assess the performance of the program and the status of the recommendations from the prior visit. At the completion of this second review, the

visiting team can recommend that the program continue as an approved program and will be aligned with the length of approval of other programs at the institution, if applicable. The visiting team can also recommend at the completion of the second review that the program not be continued.

If a new program is not recommended for approval, the initial candidates in the program will be “held harmless.” They will be allowed to complete the program and will be eligible for Rhode Island certification upon successful completion. These candidates, however, will not have graduated from an approved program under the terms of the Interstate Certification Agreement and therefore may not be eligible for certification under reciprocity in Interstate Certification Agreement states.

Chapter 4 – The Institutional Report for Continuing Programs

All educator preparation programs in Rhode Island seeking to continue approved programs must initiate the approval process by submitting a formal written request to the Commissioner of Elementary and Secondary Education asking that their programs be reviewed. This request begins the official RIPA Process. Approximately one (1) year prior to the expiration of current program approvals, the president of the college or university or the highest level of organizational leadership should submit a request for program reviews to the Commissioner in writing. This request should identify all currently approved programs and indicate which programs the institution would like to have reviewed for continued approved status. When the Commissioner receives a request for a program approval visit, the Rhode Island Department of Education staff will work with the institution or organization to establish the dates for the visit, review visit procedures and activities, and attend to any other logistical needs and issues.

Following the request for continuing approval, an Institutional Report is developed. The Institutional Report (IR) serves as both a self-assessment of program performance for the program against the RIPA Standards and also as a primary source of documentation for the RIPA on-site visit process. The program should view the IR as the visiting team's first introduction to the institution or organization and its educator preparation programs. The IR should be written as a descriptive and analytical narrative that builds an argument for how the program approval standards and indicators are met. All of the assertions made about the programs in the report should be supported by corroborating evidence. The evidence can be included in the text of the report, in appendices or attachments to the report, and/or linked to supporting documentation that appears in the exhibit room for review during the visit.

There are no page limits for the IR, but programs are recommended to write in a concise manner that provides only the necessary information and supporting evidence. As a guide, institutions or organizations with one or a few programs should submit an IR of between 75 and 200 pages. Institutions or organizations with several programs should submit an IR of between 100 – 300 pages. Additional charts and handbooks are not included in these suggested page limits. Two (2) draft hard copies and an electronic copy of the IR should be sent to RIDE ten weeks prior to the on-site visit for formative review. A final version should be sent to each visiting team member six weeks prior to the scheduled visit. The final version should be provided as both paper and electronic documents for ease of review.

The format of the IR should follow a “question and response” approach to the prompts contained in this chapter and should provide sufficient text, evidence, and links to evidence to support assertions about meeting standards and indicators. The IR should begin with an introduction to the programs for which approval is being sought and then be followed by one chapter for each standard. An appendix should follow that includes supporting evidence or other sources of documentation. The suggested outline is as follows:

Chapter 1: Introduction
Chapter 2: Standard 1 – Assessment
Chapter 3: Standard 2 – Curriculum
Chapter 4: Standard 3 – Field
Chapter 5: Standard 4 – Diversity
Chapter 6: Standard 5 – Resources
Chapter 7: Standard 6 – Improvement
Appendix

The IR should include:

- Narrative text
- Complete responses to the prompts included in this guidance
- Charts or figures that support the assertions regarding program performance in relation to the RIPA Standards

Important additional points to consider when developing the IR include:

- Standard 1 (Assessment), Standard 4 (Diversity), Standard 5 (Resources), and Standard 6 (Improvement) are reviewed across programs. The IR should address these collectively for all programs, i.e. how is the assessment system designed to ensure that candidates in all programs are supported through an advisement system from admission to program completion.
- Standard 2 (Curriculum) and Standard 3 (Field) are specific to each preparation program. The IR should include separate sections for each program(s) for Standards 2 and 3 that detail how each program meets these standards, i.e. how the elementary program ensures that all elementary candidates understand important state initiatives and that these expectations are incorporated into the program's curriculum.
- Individual programs should be contained within one section of the report even if there are multiple delivery models within a program, i.e. undergraduate elementary and graduate elementary should be described as one elementary program. Institutions should address any distinctions among delivery models in the text of the report.
- Secondary programs that contain multiple content areas, i.e. English, Math, and Science, and/or undergraduate and graduate secondary programs should be combined and included in one section. Institutions should address any distinctions among content areas in the text of the report.
- Institutional Reports for initial certification programs, i.e. early childhood, physical education, secondary, and advanced programs, i.e. school leadership, reading specialist, school counselor, should be contained in either separate reports or separate sections of the same report.

Note: all programs that lead to an initial certification as defined by RIDE certification requirements are considered initial programs whether they are undergraduate or graduate programs and should be addressed as such in the IR.

While the IR is developed to serve the purposes of the RIPA Process, programs are encouraged to maintain and update the IR as an element of the continuous improvement model articulated in RIPA Standard 6. The process of reviewing and updating the IR will support the need for formative self-assessment of the programs. The data and information gained from this process should support ongoing programmatic changes. Specific guidance for the development of each section of the IR is provided in the next section.

Institutional Overview

The IR should begin with a brief introduction to the college, university or organization and the educator preparation programs. The overview should help team members develop an understanding of the institutional or organizational context by providing data about the type, size and mission of the institution or organization at which the programs are located as well as the number of students attending the institution and enrolled in preparation programs. A chart that identifies all certification programs, the various delivery models for each program, number of graduates of the program in the most recent year, and other critical data should also be provided.

Standard One: Assessment

The text for Standard One should begin with an overview, in chart form, of the assessment system and then provide more detailed information about each of the points of assessment within the system as guided by the subsequent prompts that follow. Any handbooks that are used to communicate the assessment system to candidates and/or faculty members should be provided as appendices to the IR and be referenced in the report.

1. The assessment system should include assessment at admission, prior to student teaching/internship, and prior to recommendation for certification. This information should be provided in chart form and describe each of the assessment points by identifying:
 - a. The criteria for each assessment point (for admission, for progressing to student teaching, for recommendation for licensure)
 - b. The rationale for selecting these criteria
 - c. The sources of evidence or assessment (the measures)
 - d. The performance level for demonstrating acceptable performance
 - e. A description of the review process, including who conducts the assessment, how they are trained for this role
 - f. What possible decisions are made at each assessment point

NOTE: If the program has formative assessment points in addition to admission, prior to student teaching, and at recommendation for certification, a description of the additional assessment point(s) may be added that describes this assessment point in this section of the report.

Assessment Point	Criteria	Sources of Evidence	Evaluators and Review Process	Possible Decisions
Admissions				
Rationale				
Assessment Point	Criteria	Sources of Evidence	Evaluators and Review Process	Possible Decisions
Prior to Student Teaching/Internship				
Rationale				
Assessment Point	Criteria	Sources of Evidence	Evaluators and Review Process	Possible Decisions
Recommendation for Licensure				
Rationale				

2. Describe the procedures used to ensure that candidates understand the assessment system and how it will be used throughout their preparation. Other documents or evidence that are used to introduce candidates to the system may be referenced. (1.01, 1.05)
3. Describe how assessment results are used to counsel candidates throughout the program. Describe the kinds of counsel and feedback candidates receive in preparation for each formative assessment and as a result of the assessment. Explain how the program provides counsel and feedback to candidates prior to and after each gate assessment. Explain how the program fosters candidates' understanding of the link between the assessment system and their progress through the program. (1.01)
4. Copy and complete the following chart in the institution's IR to summarize the progression rates of candidates within the programs. Provide an explanation of candidate attrition for all candidates who were admitted but did not progress to certification. **Include one chart for all initial programs and an additional chart for each advanced program.**

	Number of candidates who should graduate in two years	Number of candidates who will graduate at the end of the next school year	Number of candidates who will graduate at the end of this school year	Number of candidates who graduated last year	Number of candidates who graduated two years ago.
Applied to Program					
Admitted to Program					
Admitted to Student Teaching or Internship					
Recommended for Certification					
Identify and explain any trends in candidate attrition:					

5. Provide a summary, by program, of how program completers have performed on the state certification tests (PRAXIS II) for the past five (5) years. Explain the ways in which the data from these assessments have been used to make changes to the programs. (1.04, 6.01)

- Describe how the program aligns the assessment system to professional standards (e.g., RIBTS for initial programs, ISLLC or the appropriate set of professional standards for advanced programs) and assures the assessment of all key professional standards within the system. Complete the chart below to identify critical aspects of the appropriate standards that are assessed at each assessment point. Provide additional narrative text to explain how the programs ensure alignment of the system to the standards. (1.05)

	Admission to Program	Progressing to Student Teaching/Internship	Recommendation for Licensure
RIBTS or Professional Standards			

- Describe the ways that the program has addressed possible sources of bias within individual assessments and within the system including the variety of methodologies used to monitor for bias in assessments. Provide evidence to show that the program has addressed possible sources of bias and how the program examines and reviews assessment components for reliability. (1.06)
- Describe how the evaluators are trained for their roles in assessing candidate work at the identified assessment points. Provide evidence that supports decision consistency by evaluators. (1.06)

Standard Two: Curriculum

The text for Standard Two should contain separate sections that specifically detail a response for each program.

- Provide an overview of the preparation curriculum. This overview should be presented in a chart form similar to the one below that demonstrates where the specific elements of each of the professional standards (i.e., RIBTS, ISLLC, or CEC) are addressed in each of the program’s courses and how they are assessed (e.g., specific assessments, products). Indicate in the chart which courses are required and which are electives. Following the chart in the IR programs may wish to provide additional information that is necessary to help reviewers fully understand the program. More detailed syllabi and course materials should be provided in the on-site exhibit room. (2.01-2.04)

Course Title and Number	All Faculty who Teach the Course	Description of the Course	RIBTS or Professional Standards Emphasized	Primary Course Products and Assessments

2. For each initial certification program, identify the subject matter standards that guide the content preparation of the candidates. Describe how the candidates attain the content outlined in the standards and how the candidates are assessed to assure they have mastered the content. The overview of the curriculum can be presented in chart form similar to the one described in the previous prompt. This chart should highlight the opportunities candidates have to acquire and perform subject matter standards, and should illustrate program cohesiveness as well as illustrate how candidate products are integrated into the coursework. The chart should illustrate all required courses. (2.02)

Descriptions of the curriculum for secondary programs should describe all required core curriculum content area (or subject matter) courses for each area as well as electives. Additional text can be provided to help reviewers fully understand the subject matter preparation. If the subject matter knowledge is a criterion for admissions, identify how that assessment is aligned with these standards. (2.02)

3. Describe the technology standards the program has established for candidates' use of technology and their ability to integrate technology into their instruction. Explain how and where these expectations are integrated into the curriculum and how they are assessed. (2.03)
4. Describe the programs' expectations for preparing candidates to understand the context of teaching in Rhode Island and state-wide initiatives in PK-12 schools. Explain how these expectations are integrated into the curriculum and how they are assessed. (2.04)

Specifically address any of the following initiatives that are appropriate for the preparation program that is being described:

- *ACCESS*. An English language learner assessment used to measure students' ability to read, write, speak, and listen in English administered to all K-12 Rhode Island students.
- *Commissioner's Review*. The peer review process in which high schools submit evidence of meeting the Proficiency-Based Graduation requirements (PBGR) and necessary support systems and policies.
- *Comprehensive Counseling School Counseling Program*. A component of school improvement through counseling programs that are results-based, standards-based, data-driven, developmental and comprehensive to support students academic, personal /social and career success.

- *Grade Level Expectations (GLEs)*. The standards or expectations that identify the knowledge and skills that students need to know and be able to do in grades 3 through 8 in the areas of reading, writing, mathematics, and science.
- *Grade Span Expectations (GSEs)*. The standards or expectations that identify the knowledge and skills that students need to know and be able to do in grades 9 through 12 in the areas of reading, writing, mathematics, and science.
- *Induction and Mentoring*. Beginning teacher support programs that combine mentoring, professional development and support, and evaluation for at least the first two years of a beginning educator's professional career.
- *Individual Professional Development Plans (I-Plans)*. Goals-driven professional development plans for professional recertification that are informed by self-study, grounded in professional standards, and supported by professional development activities.
- *Leadership Standards*. A set of standards and indicators developed by the Rhode Island Department of Education and the education community to identify the expected levels of performance for educational leaders.
- *Middle and High School Reform*. Ongoing efforts to reform Rhode Island high schools to provide all students literacy supports, personalized learning environments, and comprehensive counseling; and provide faculty and staff with leadership, common planning time, and professional development for continuing improvement.
- *New England Common Assessment Program (NECAP)*. The state assessment system developed with New Hampshire and Vermont that tests students in grades 3 through 8 and one high school grade in reading, writing, mathematics, and science.
- *Proficiency-Based Graduation Requirements (PBGR)*. The proficiency requirements students must meet in order to earn a high school diploma in core content knowledge and applied learning demonstrated through at least two of the following: Certificate of Initial Mastery, end of course exams, exhibitions, or portfolios.
- *Personal Literacy Plans (PLPs)*. A plan of action developed through an inclusive problem-solving approach used to accelerate a student's learning in order to move toward grade level reading

proficiency including identifying specific needs, establishing short terms goals, setting a course of action, and assessing effectiveness for necessary modifications.

- *PK-12 Literacy Policy.* The comprehensive and foundational statewide literacy policy that calls for literacy instruction that is designed to meet individual student needs by being accessible, flexible, and engaging using research-based strategies and proven practices.
- *Progressive Support and Intervention (PS&I).* An initiative within the Rhode Island Department of Education that focuses on building the capacity of central office to better lead and support their schools in improving teaching and learning. Although charged with particularly helping underperforming districts and schools, PS&I works to support all districts and school with tools and resources for continuous improvement.
- *PSAT/NMSQT.* The Preliminary-SAT (PSAT)/National Merit Scholar Qualifying Test (NMSQT) is a diagnostic assessment recommended by RIDE to be given to all Rhode Island 10th and 11th grade students as practice for the SAT and to help identify their academic strengths and weaknesses.
- *Rhode Island Alternate Assessment.* An alternative assessment for a small number of students who cannot participate in large-scale assessments even with accommodations based on Alternate Assessment Grade Span Expectations in reading, mathematics, science, and writing that are an extension of the NECAP Grade Level Expectations.
- *Safe and Drug Free Schools.* A federally-funded initiative for reducing drug, alcohol and tobacco use, and violence, through education and prevention activities in our Rhode Island schools using comprehensive prevention initiatives linked to whole school reform.
- *SALT Survey.* An annual survey that asks teachers, families, and students to report on the condition of learning, teaching, and the home-school connection. The data is compiled and provided to schools, districts, and the communities for school and district improvement planning.
- *SALT Visits.* Part of the School Accountability for Learning and Teaching school improvement model in which schools develop and implement school improvement plans, annually report progress to

stakeholders, and periodically receive peer visits to observe and report on progress.

- *Special Population Initiatives.* These include interventions and support processes to ensure students with exceptionalities achieve high expectations including the Rhode Island IEP process and Response to Intervention (RTI).
- *Statewide Curriculum.* A web-based tool that provides links to lesson plans in several content areas including video clips and student work, instructional resources, and avenues for dialogue.
- Any other state initiatives that are closely linked with preparation at your institution and their effect on candidate preparation.

5. Describe what makes the program a coherent program. Describe the coherence of the program’s curriculum (the program of studies) by highlighting the connections and developmental sequence of RIBTS (or appropriate professional standards) indicators across courses. Use the indicators from the professional standards to highlight progression throughout the program. Explain why the curriculum is coherent rather than a collection of courses. The curriculum map may be a reference here. (2.05)

Standard Three: Field Experiences

The text for Standard Three should address field components for each program. As with Standard Two, this chapter of the IR should contain separate sections that specifically detail a response for each program. Any handbooks that are used to communicate information about field components (e.g., Student Teaching Handbook) should be included as an appendix to the report and may be referenced in the report.

1. Provide a detailed description of the clinical experiences required by each program. In the description, which may be presented in chart form, address the purpose of each field experience, the sequencing of experiences, the setting and duration, and any products that result from the experience. If specific field experiences occur within courses, identify the courses in which the experiences are required. (3.01 and 3.02)

Description and Purpose of Specific Field Experience	Sequence in Program	Description of Field Experience Setting	Length of Field Experience	Resulting Product(s)

2. Describe how the field experiences are sequenced to build upon one another, and describe how these experiences provide the depth of experiences necessary for a prospective educator. (3.01)
3. Explain the ways in which the program assures that all prospective educators have the opportunity to work with students in a variety of schools, including those that serve culturally, linguistically, and economically diverse students and students with a range of abilities. Describe the documentation that is maintained to assure that prospective educators experience a range of placements. (3.02)
4. For initial programs, candidates are expected to “create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approach to learning.” The *No Child Left Behind* Act requires reporting of the success rates of select student groups (i.e. race/ethnicity, ELL, special needs, economically disadvantaged). Describe the ways in which the curriculum prepares candidates to teach students in each of the following groups and the assessments used to assure that the candidates will be successful (3.02):
 - Students from different racial and ethnic minority groups
 - English Language Learners
 - Students with disabilities
 - Economically disadvantaged students
5. Explain the criteria that are used to select schools and classrooms as sites for field experiences and the documentation that provides evidence these criteria are used. Articulate the process for evaluating and retaining field sites and describe the documentation that provides evidence that this process is used. (3.03)
6. Describe the criteria used to select practicum supervisors, cooperating teachers, and/or internship supervisors. Articulate the process for identifying, evaluating, and retaining these individuals. Describe how the program assures that the clinical sites that are used are settings in which prospective educators have the opportunity to practice their learning in a way that is consistent with the RIBTS or the professional standards to which the program is aligned. (3.04)
7. Describe how the program recruits, prepares, and supports cooperating teachers and internship supervisors. Describe the training that is provided to educators to serve in these roles including how they are prepared to evaluate candidates with respect to the program’s assessments. Explain how programs communicate the importance and value of cooperating teachers/internship supervisors to individuals who serve in these capacities and the ways they benefit from assuming these roles. (3.05)
8. Describe the partnerships that the program has established with schools and school districts. Explain what the program has done to make these

partnerships mutually beneficial. Explain the ways in which the schools and districts support the programs' work and the ways in which the programs support schools and districts. (3.06)

Standard Four: Diversity

This section of the report should begin with an overall description of the institution or organization's commitment to affirming diversity¹ of Rhode Island, its communities, and its public schools. The report should address the overall institutional/organizational commitment to diversity and the ways graduates are prepared to be socio-culturally aware and committed to affirming diversity. However, the specific examples from the educator preparation programs are essential elements of this report including the ways that preparing culturally-responsive educators is central to the mission of the institution or organization. In the introduction, cite examples from both policy and practice at the institution or organization before responding to the following prompts.

1. Describe the ways in which the prospective educators in the preparation programs engage in discussions and actions that help them explore issues of diversity in our world and our schools. This can be presented as a curriculum map that identifies specific knowledge, skills, and dispositions and how they are assessed throughout the program. The map can extend beyond educator preparation courses and experiences to identify other aspects of the curriculum that are experienced by all students at the college, university, or organization. The description should extend beyond learning about diversity and address teaching for diversity. (4.01)

The details from the curriculum should include the following:

- The ways in which prospective educators expand their own socio-cultural awareness, including awareness of their own personal histories, the nature of culture as evolving and having variation within any group, and a knowledge of the histories, contributions, and status of various racial and ethnic groups.
- The ways in which prospective educators develop affirming attitudes towards individuals from diverse backgrounds.
- The ways in which prospective educators develop a commitment to making schools places where all PK-12 students succeed.
- The ways in which prospective educators learn about diverse communities and learn to teach in diverse communities

¹ Diversity encompasses ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual-orientation, and geographical area

- The ways in which prospective educators learn to design and implement instruction that builds from the cultures of their PK-12 students and communities.
2. Describe how the program assures that all prospective educators have the opportunity to work with students in a variety of schools, including those that serve ethnically, racially, linguistically, economically, and religiously diverse students and students with a range of abilities. Explain the ways in which the program assures that all prospective educators will be successful teaching this range of students. Institutions may reference previous responses under Standard Three. (4.02)

The response should also address:

- The composition of the student population at the schools where prospective educators are placed.
 - A description of the specific experiences prospective educators have to learn to teach for diversity.
 - A description of the ways in which cooperating teachers and intern supervisors engage prospective educators in an examination of issues of diversity in teaching and learning.
3. Describe the ways in which the institution or organization is committed to addressing issues of diversity. Explain how issues of equity and diversity are explored and addressed by the institution, organization, administration, faculty, and students/candidates. Explain how the institution or organization has capitalized on diversity of administration, faculty, students, and community to further the education of members of the community and the ways in which issues of diversity are central to the institution or organization. Describe the greatest challenges with respect to these issues and how is the institution or organization working to address them. (4.03)
4. Describe the efforts the institution, educator preparation programs, and/or organizations have made to recruit hire, support, and retain faculty members who contribute to the diversity of the faculty. Address both the college/university faculty as well as the educator preparation faculty in the response. Describe other opportunities that are provided for prospective educators to interact with and learn from educators whose experiences are different than their own. Explain the ways in which the program has tried to recruit faculty from

underrepresented groups including specifics about recruitment, search processes, and incentives designed to increase the diversity of the faculty. Describe the special skills or expertise (e.g., experience, publishing, service) that faculty members have that expand the program’s capacity to prepare educators who can work in diverse schools. (4.04)

Complete the following chart to provide additional evidence for this indicator. If the institution or organization uses other categories for data collection, please use those categories. Provide additional text to identify other aspects of diversity that are valued by the institution or organization as reflected in the composition of the faculty. **The chart should be completed twice, once for all college or university faculty and once for faculty in educator preparation programs.** (4.04)

FACULTY Race (Census 2000 Categories)	Currently	Over the Last Five Years		
		Recruited	Hired	Promoted
American Indian or Alaska Native				
Asian				
Black or African-American				
Native Hawaiian and other Pacific Islander				
White				
Some other race				
Two or more races				
Hispanic or Latino				
Not Hispanic or Latino				

- Describe the efforts the institution or organization and the educator preparation programs have made to recruit, admit, support, and retain students that contributes to the diversity of the student body. Address the overall enrollment in the college, university, or organization as well as the composition of educator preparation programs. Describe the ways that the

programs have reached into minority communities for recruitment. Explain how admissions criteria accommodate varied preparation by candidates. Provide trend data regarding admission and program completion by students from different racial and ethnic groups. Explain the financial resources available for supporting these efforts. Describe the services that are provided to assure support for prospective educators who are in need of additional resources, counseling, or mentoring to succeed. Describe the evidence which demonstrates that the participation of all prospective educators is elicited, valued, and affirmed in the programs and the ways in which programs monitor the perceptions of prospective educators within the program about how their participation is valued. Describe the greatest challenges presented by this goal and how are the programs and the institution or organization working to address them. (4.05)

Complete the following chart to provide additional evidence for this indicator. If the institution or organization uses other categories for data collection, please use those categories. Provide additional text to identify other aspects of diversity that are valued by the institution or organization as reflected in the composition of the student body. **The chart should be completed twice – once for all college or university students and once for students in educator preparation programs.** (4.04)

STUDENTS	Currently	Over the Last Five Years		
		Recruited	Admitted	Graduated
Race (Census 2000 Categories)				
American Indian or Alaska Native				
Asian				
Black or African-American				
Native Hawaiian and other Pacific Islander				
White				
Some other race				
Two or more races				

Hispanic or Latino				
Not Hispanic or Latino				

Standard Five: Resources

Most of the evidence for Standard Five will be provided on site during the visit. However, please include the following information in the Institutional Report.

1. Describe how faculty members in the programs are evaluated. Describe the evaluation process used (e.g., course evaluations, peer review, etc.). Emphasize the evaluation of faculty members’ teaching and their scholarship in the response. Explain how data are collected through this evaluation and how the data are used for individual and collective purposes. Explain the documentation that assures programs that the quality of the faculty is improving. (5.01)
2. Identify areas in which the faculty (education, arts and sciences, and PK-12) as a collective is noted as scholars, researchers, and service providers. Cite critical publications, ongoing research, and community work from the past five years. (5.01, 5.02, and 5.04)
3. Describe the ways in which the faculty members are involved with practice in PK-12 schools and efforts to improve PK-12 education. Identify the faculty members involved in this work. (5.02)
4. Describe the ways in which the program supports the professional development of the faculty. Explain the institution or organization’s expectations for continued professional development and how the impact of professional development is evaluated. Describe the extent to which faculty members avail themselves of the opportunities for professional development. Provide any evidence that professional development has led to a more qualified faculty. (5.02)
5. Provide a description of the ways in which the education faculty, arts and science faculty, and school-based personnel work collaboratively to prepare new educators. Explain how these partnerships were formed at the institution or organization and what is done to sustain them. Describe the evidence that demonstrates these partnership efforts. (5.04)
6. In addition to the field-based partnerships described in Standard Two, describe any other partnerships that programs have established with districts, schools, community organizations, and/or professional associations to support the institution or organization and the programs’ missions. (5.04)

7. Describe the similarities and differences across preparation programs at the institution or organization in terms of their approach to achieving student outcomes, field experiences, instruction, and assessment. Explain the similarities that exist across programs and how these contribute to the coherence across programs. Explain differences that exist, why they exist, and how they enhance rather than detract from program coherence. (5.05)
8. Describe the extent to which the programs have the resources necessary (e.g. personnel, facilities, equipment, library, curriculum resources, educational technology, and financial) to support a program that meets these standards. Briefly describe the support that programs have received in recent years and identify areas where added resources are needed to advance the programs. Describe any standards in this document that the programs were unable to address due to the limited resources and explain why a lack of resources prevented the program from addressing the standard. (5.03)

Standard Six: Program Improvement

Based upon the program's self-assessment, recommendations made during the last program approval visit, and any additional or external reviews, describe the changes that have been made and what areas have been prioritized for improvement over the next few years. Explain the plan for reaching these goals. Summarize the ways in which programs will be different the next time they undergo program review and how the programs will ensure that those changes will take place.

1. Describe how the programs are reviewing and improving the assessment system. Describe changes that have been made to the system and the impetus for the changes. Explain the ways in which the programs have aggregated data from assessments and used these data to make changes to programs. (1.01, 6.01)
2. Describe how the programs are reviewing and improving the curriculum. Describe the changes that have been made in the curriculum since the last program approval visit and what documentation provides evidence of the changes. (2.01-2.04, 6.01)
3. Describe the ways in which the programs are reviewing and improving the field experiences. Describe any changes that have been made to field experiences since the last program approval visit and what documentation provides evidence of these changes. (3.01-3.08, 6.01)
4. Describe how the institution or organization and the education programs are reviewing and improving available resources (faculty, professional development, facilities, technology, etc.) (5.01-5.06, 6.01)

5. Explain the ways in which the programs monitor the preparedness of graduates (i.e. graduate surveys, interviews, employer surveys, feedback from superintendents) and what has been learned from this process. Describe any changes that have been made to the programs as a result of this data. (1.01, 6.01)

Chapter 5 – The RI Program Approval On-Site Visit

During the Rhode Island Program Approval (RIPA) on-site visit, a team of trained local educators and out-of-state higher education personnel visits the programs to evaluate program performance against the RIPA Standards. Since the RIPA Visiting Team has already reviewed the institution’s Institutional Report (IR), the visit is an opportunity to validate assertions made in the IR using additional evidence such as document review, interviews, and visits to field sites. In light of this, institutions should view the RIPA Visit as the opportunity to provide all of the additional required and optional evidence necessary for the team to fully understand and accurately evaluate the institution or organization’s educator preparation programs.

The visit is organized with a detailed and structured schedule and a process that is customized to the needs of the institution or organization. Planning for the visit begins at least one year prior to the visit with the official request for program approval. The stages in the approval process are as follows:

1. The college or university president, or in the case of a private organization, the highest level of organizational leadership requests approval for one or more educator preparation programs
2. Colleges, universities, or private organizations develop and submit an IR following established guidelines that articulates the current performance of the program(s) in relation to the RIPA Standards.
3. RIDE conducts an on-site visit based on the analysis of specified evidence and inquiry activities to assess program performance as asserted in the IR.
4. The visiting team compiles a report that rates program performance; summarizes its review of the program(s); and provides recommendations for improvement.
5. The Commissioner of the RIDE issues an approval decision based upon the findings of the visiting team and the decision is communicated to the college, university, or private partner.

Due to the significance and complexity of the visit, RIDE strongly recommends that institutions and organizations carefully attend to the guidance in this chapter regarding planning for the RIPA visit. Decisions and preparations made during the planning process have the potential to impact the accuracy and quality of the on-site visit review. Thus institutions and organizations are encouraged to dedicate the same level of energy and commitment to planning for the visit as in developing the IR. RIDE staff is available to provide support in the planning process. The stages in the planning process are described below.

Requesting the RIPA Visit

All educator preparation programs in Rhode Island seeking to continue approved programs must initiate the approval process by submitting a formal written request to the Commissioner of Elementary and Secondary Education asking that their programs be

reviewed. This request begins the official RIPA Process. Approximately one (1) year prior to the expiration of current program approvals, the president of the college or university or the highest level of organizational leadership should submit a request for program reviews to the Commissioner in writing. This request should identify all currently approved programs and indicate which programs the institution would like to have reviewed for continued approved status. When the Commissioner receives a request for a program approval visit, the Rhode Island Department of Education staff will work with the institution or organization to establish the dates for the visit, review visit procedures and activities, and attend to any other logistical needs and issues.

The RIPA Visit Planning Process

RIDE staff schedules a visit planning meeting to occur approximately two (2) months prior to the visit. At this meeting, a specialist from RIDE meets with representatives from the programs to create a detailed agenda for the visit including organizing logistics for the visit, selecting candidates and field sites for interviews, and customizing the agenda for the on-site visit. In addition to this required meeting, RIDE staff is available for additional technical support as needed. This support includes but is not limited to:

- Additional planning meetings at the request of the programs or RIDE to clarify planning and logistics.
- Presentations to the faculty to articulate the RIPA Process and inform faculty of visit expectations.
- Initial review of the IR for formative feedback and clarifications.
- Discussions regarding concerns of particular institutions or programs, i.e. partnership agreements, field site placements, joint NCATE review teams, etc.

Effective planning for the visit requires significant preparation on the part of the programs and RIDE. Two (2) weeks prior to the planning meeting – ten weeks prior to the visit, the RIDE specialist should receive two (2) copies of the IR in either a final or draft form. This allows the RIDE specialist to identify key aspects for the visit including individual team assignments, the number and type of candidates to be interviewed, and the number and type of schools to be visited. The RIDE specialist may also request and/or suggest scheduling additional interviews or meetings based upon information in the IR. **All of the planning and details for the visit are to be completed at least two (2) weeks prior to the on-site visit.**

The RIPA Visit Schedule

A brief outline of a sample schedule for the visit is provided below. RIPA visits begin on Sunday morning and continue through noon on Wednesday. Within this three and a half day time-frame, schedules may vary by institution or organization based upon program design and size. The variation in institutions or organizations and in programs requires some flexibility in schedules. There may be instances in which the programs and/or RIDE suggests adding visits, interviews, or meetings to the schedule. The purpose of adding these activities is to highlight aspects of the programs and to contribute further evidence about how programs meet the RIPA Standards. The RIDE specialist works with each

institution or organization and its programs to design a schedule that is responsive to their unique characteristics and structure.

Sunday - Day One

The team begins the visit process in the exhibit room at 8:30 AM.

Representative(s) of the institution or organization and/or programs should be present to welcome the team and briefly introduce the team to the layout of the exhibit room. The team works during the day in the exhibit room with a focus on gathering evidence related to the assessment and curriculum standards.

A working dinner is scheduled for 6:00 – 7:30 PM. The institution or organization should invite administrators and lead faculty from each program. The dinner serves as an opportunity for the team to begin to explore issues that surfaced during its preliminary discussions. Personnel from the institution or organization should be aware that visiting team members come to the dinner seeking answers to questions that have risen based upon their initial examination of the evidence. The dinner should not be viewed as a social event.

The team reconvenes after dinner at the hotel work room to debrief the day and prepare for Monday's schedule.

Monday - Day Two

Between 7:00 – 8:00 AM, based upon school schedules and driving distances, team members meet the drivers at the hotel who will take them to the field sites to meet with principals, cooperating teachers and student teachers. Typically, teams visit two different field sites to gather evidence from multiple sources. Faculty members are responsible for meeting team members at the hotel, bringing them to both school sites, and returning them to campus. Team members also use the drive time as an opportunity to further discuss the programs with the faculty drivers. Note – faculty drivers do not attend field site meetings.

The afternoon, or early evening for advanced programs, is devoted to candidate interviews. Interviews are conducted with groups of candidates at three stages – early in the program, middle of program, and nearing completion of the program. Programs and/or RIDE can also invite or recommend that recent program graduates be interviewed. The specific schedule for these interviews is established during the process for planning the visit. The programs select one half of the candidates to be interviewed and RIDE selects the other half.

When team members are not engaged in field site visits or candidate interviews, they continue to review evidence in the exhibit room related to the RIPA Standards which addresses field experiences, diversity, resources, and improvement.

On Monday evening, the team meets for dinner. This dinner is held at a restaurant selected by, and arranged for by the programs. The restaurant should be near the team's hotel to minimize travel time to and from the restaurant. After dinner, the team works in the workroom at the hotel to debrief the day and prepare for Tuesday's schedule.

Tuesday - Day Three

The team meets in the morning either at the hotel or in the exhibit room to complete the review of evidence and prepare for the faculty lunch interview and afternoon panel meetings.

A working lunch should be scheduled with program faculty. Team members are seated with faculty from programs that they are reviewing. Lunch interviews with faculty provide time for clarification and exploration of additional questions.

During the afternoon, some team members may continue to work in the exhibit room while others conduct interviews with various groups including arts and science faculty, cooperating teachers, a diversity panel, and field-site coordinators. These panel meetings occur on campus. Additional panels may be scheduled based upon the needs and characteristics of the programs.

Dinner arrangements at the hotel for the team are made by the institution or organization. After dinner the team works in the workroom at the hotel to debrief the day and deliberate on ratings and the length of approval.

Wednesday - Day Four

The team meets in the morning in the hotel workroom to review the draft report and finalize ratings and the length of approval.

An exit conference on campus is scheduled for 11:00 AM. This meeting includes the chair of the visiting team, RIDE personnel, and a senior academic officer of the college, university, or private partner. Others may be invited at the discretion of the institution or organization. The purpose of this meeting is to report the team's general findings, to highlight some of the report's commendations and recommendations, and to report the overall approval ratings the team will make to the Commissioner. The exit conference is not a time to discuss or debate the team's findings. The programs have the opportunity to respond to factual errors when it receives a draft report.

Preparing for Team Travel and Support Logistics

The programs should be prepared to make the following arrangements for the visit:

- Securing accommodations at a hotel near campus that will provide: lodging for the team (Saturday night arrival for out-of-state team members, Sunday arrival for in-state, Wednesday departure for all); meeting space from Sunday evening through Wednesday mid-day (for visits that include initial and advanced teams, two workrooms may be required), and arranging for a computer, printer, web-access and light refreshments each evening and throughout the visit.
- Travel arrangements (air, train) to and from Rhode Island for out-of-state team members.

- Parking for team members at the hotel and on campus.
- Communication with all team members (in-state and out-of-state) regarding logistics and needs related to travel and accommodations.
- Breakfast either at the hotel or in the exhibit room on Sunday and at the hotel on Monday, Tuesday, and Wednesday.
- Lunch in the exhibit room on Sunday and Monday and with faculty on Tuesday.
- Dinner with faculty and administrators on Sunday, at a restaurant near the hotel on Monday, and at the hotel on Tuesday.
 - Paying the restaurant bill for Monday night's dinner.
- Coffee, tea, water, soft drinks and light snacks in the exhibit room throughout the visit.
- Procedures for reimbursing team members for incidental expenses.

Preparing for Interviews, Meetings, and Events

Careful preparation is necessary to ensure a smooth functioning visit. In the planning for the visit, attention should be paid to two areas – space requirements and individuals who play key roles in the interviews, meetings, and events. RIDE works with the programs to develop a detailed agenda for the visit, including times, locations, and lists of interviewees. The agenda is reviewed, revised, and refined prior to the arrival of the visiting team. Whenever possible, the schedule for interviewing candidates during the visit is created and finalized prior to the RIPA Visit. However, RIDE and/or the programs may decide during the visit that there is a need to schedule additional interviews or visits. In such cases, RIDE and the programs should work together to make these arrangements.

The visiting team requires the following:

- An exhibit room on campus throughout the visit that can accommodate exhibits and provide work space for the team. Two rooms may be required for visits that comprise initial and advanced teams. In addition to evidence relating to the programs, the room should also have a computer with web access, a printer and basic office supplies (e.g., legal pads, highlighters, post-its, and paper clips).
- The location and room number(s) of the exhibit room(s).
- Space outside of the exhibit room that is conducive to interviewing individual and small groups of candidates on Monday.

- Space outside of the exhibit room that is conducive to interviewing faculty and panelists during the working lunch and panel meetings on Tuesday.

Planning considerations events, interviews, meetings:

- Identify the representatives of the institution or organization and/or programs who will welcome the team and provide a brief overview to the exhibit room.
- Select a location for the Sunday working dinner.
- Identify and provide a list indicating who will attend the Sunday working dinner. Invitees should include representatives from the institution or organization and programs and should indicate each participant's roles and affiliations.
 - Provide a list, prior to the planning meeting, of all the schools where candidates are placed. This list should identify all student teaching/intern placements at the time of the visit. Their program assignments should also be designated. This list will be used by RIDE to select its sample of sites for visits.
 - Select half of the field site visits for the Monday morning visits for each program – RIDE chooses the other half. This list should include partner sites that reflect practice with RIPA Standards. RIDE will provide a field site schedule to facilitate this selection.
 - Designate a driver from faculty or program staff to drive each team to the field sites.
- Prior to the required planning meeting, provide RIDE with a list of all current candidates and identify them by their program status – early, middle and end of program. Also identify candidates by racial, ethnic, and gender information when available to ensure an inclusive sample. This list is used by RIDE to select its sample of candidates who will be interviewed and asked to present their portfolios (where appropriate) during the interviews. RIDE also selects alternates from this list.
 - Select half of the candidates to be interviewed for each program. These selections should include candidates early, middle, and at the end of program. RIDE will provide a candidate interview schedule to facilitate this selection.
 - Determine if the program will invite graduates to be included in the interview process. If so, work with RIDE to arrange these interviews.

- Designate and provide a list of faculty members to be included in the Tuesday working lunch. Ensure a cross-representation of faculty members from each program being reviewed.
- Identify participants to be included in each of the following panel meetings:
 - Arts and science faculty members.
 - Individuals who are knowledgeable about the institution or organization's commitment to issues of diversity.
 - Cooperating teachers and internship supervisors.
 - Other individuals or groups to be included for the team to fully evaluate ways in which the programs meet the RIPA Standards.

Additional Considerations:

- Identify any additional sites to visit or groups for the team to interview.
- Identify the senior academic officer and any other institutional personnel to be invited to the Wednesday exit conference.

Preparing the Exhibit Room

Throughout the visit, the visiting team requires a work room(s) on campus that contains the exhibits and sufficient working space. RIDE supports and recommends that programs work towards providing exhibits electronically for greater efficiency and for the convenience of both the RIPA team and the programs.

Listed below are the required exhibits to support program review. This list only identifies required exhibits; institutions are free to provide additional evidence related to the RIPA Standards. RIDE cautions programs to include information only that relates directly to the RIPA Standards. Programs should present evidence in the exhibit room organized by standard and indicator in a clear and consistent manner to facilitate the review process.

Standard One Exhibits

- All program application materials provided to candidates. (1.02)
- All written materials used to help candidates develop an understanding of the assessment system, including benchmarks. (1.01)
- A list of all candidates by program or cohort
- For each program, at least three (3) examples from within the last two years of reviewed applications (admission packets/portfolios). (1.02)

- For each program, provide at least three examples from within the last two years of candidate work at the stage of *readiness to student teach or begin an internship*. The examples should include the work of candidates who are clearly ready, minimally ready, and not ready. The work should include the evaluation and feedback of the collection of work. (1.03)
- For each program, provide at least three (3) examples within the last two (2) years of candidate work at the *completion of the program*. The examples should include the work of candidates who are clearly ready, minimally ready, and not ready. The work should include the evaluation and feedback of the collection of work. (1.04)
- For each program, provide at least two (2) examples of candidate work from each assessment point. These examples should represent work from the same two (2) candidates at each point.
- For each candidate to be interviewed, provide work samples and/or portfolios. These work samples and portfolios should be available for review on Sunday as part of the evidence in the Exhibit Room. (1.02, 1.03, 1.04)
- Title II Reports for previous five (5) years and analysis of the data and how the data were used to improve programs. (1.01, 1.05, 1.06)
- Analysis of individual assessment instruments and analysis of this data for feedback to programs. (1.01, 1.05, 1.06)
- Analysis of overall assessment system data and feedback of this data to programs. (1.01, 1.05, 1.06)
- Evidence to support ways in which the programs have reviewed assessments and the assessment system for sources of bias. (1.05, 1.06)
- All training materials used to help train evaluators to make consistent decisions. Include summary data to support statements about level of decision consistency. (1.05, 1.06)
- Materials used to collect information about the preparedness of graduates, i.e. from graduates, employers, or other sources. Include an analysis of the data and feedback to programs based on this data. (1.01, 1.05, 1.06)
- Any additional evidence identified by the programs.

Standard Two Exhibits

These exhibits should be prepared and presented by individual programs as this evidence is typically program-specific.

- For every course identified in the overview of the program curriculum in the IR in response to RIPA Standard 2.01, pedagogical studies, provide a course portfolio that includes: (2.01)
 - Faculty member(s) who teach the course.
 - Syllabi showing alignment to the professional standards.
 - Copies of key tasks/assessments that have been identified in the curriculum map and/or assessment system details.
 - For each of the key tasks/assessments, provide two samples from within the last two years of evaluated candidate work that might be used as benchmarks to illustrate exemplary and acceptable work.
 - If there are multiple sections of a course and different syllabi and tasks are used, provide this evidence for each section.

- For every required and/or core course identified in the overview of the subject matter preparation curriculum in the IR in response to RIPA Standard 2.02, content knowledge, provide a course portfolio that includes: (2.02)
 - Faculty member(s) who teach the course.
 - Syllabi showing alignment to the subject matter standards.
 - Copies of key tasks/assessments that have been identified in the audit overview.
 - For each of the key tasks/assessments provide two samples from within the last two years of evaluated candidate work that might be used as benchmarks to illustrate exemplary and acceptable work.
 - If there are multiple sections of a course and different syllabi and tasks are used, please provide this evidence for each section.

- Any additional evidence that demonstrates how candidates learn to integrate technology into instruction. (2.03)

- An overview of technology resources (for administrative and instructional purposes) on campus and ways of obtaining access for students and faculty. (2.03)

- Any additional evidence that demonstrates how candidates learn about important state initiatives. (2.04)

- An electronic or paper copy of the current course catalog. (2.01, 2.02)

- Any additional evidence identified by the programs.

Standard Three Exhibits

These exhibits should be prepared and presented by individual programs as this evidence is typically program-specific.

- Documentation and evidence relating to field experiences from coursework and other program experiences that respond to RIPA Standard Three and that are not already included in exhibits for Standard Two. (3.01)
- Guidelines for field experience provided to prospective educators, e.g. student handbook, student teaching handbook, etc. (3.01)
- Database documenting the range (extensiveness and variety) of field experiences for each candidate. (3.01, 3.02)
- A list of all schools and classrooms used for placement. Instruments used for evaluating sites. Data collected over the previous five years evaluating these sites. A summary of changes in the sites used (new sites added, sites removed) and an analysis of the data and how they were used by the program. (3.03)
- A list of all educators used for cooperating teachers or internship supervisors. Instruments used for evaluating these individuals. Data collected over the previous five years evaluating the educators. A summary of changes in the personnel used (additions, deletions) and an analysis of the data and how they were used by the program. (3.04)
- All materials used to recruit new cooperating teachers and internship supervisors and the training materials used to help train school-based personnel to serve as clinical supervisors, a summary of when training was held and who participated, and evaluations of these sessions. (3.05)
- School and district partnership agreements and the evidence of ways in which programs have supported schools through these agreements. (3.06)
- Any additional evidence identified by the programs.

Standard Four Exhibits

- Any materials that demonstrate the institution or organization and program commitments to preparing graduates who are aware of and committed to affirming diversity¹ (4.01, 4.03)
- Database documenting the range of field experiences for each candidate as it relates to RIPA Standard Four. (4.02)
- Evidence of the institution or organization or program efforts to establish a campus environment that promotes and sustains diverse community. (4.03)

¹ Diversity encompasses ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual-orientation, and geographical area

- Evidence of the institution or organization and the program efforts to recruit, hire, support and retain faculty members who contribute to the diversity of the faculty. (4.04)
- Evidence of the institution or organization and the program efforts to recruit, admit, support, retain, and graduate candidates who contribute to the diversity of the student body. (4.05)
- Any additional evidence that demonstrates institution or organization and program efforts to respond to RIPA Standard Four.

Standard Five Exhibits

- Materials used for faculty/program staff evaluation and summaries of these evaluations for the last three years.(5.01)
- List of all education faculty/program staff detailing key achievements in subject matter, research, teaching, and service in the last five years. Curricula Vitae providing faculty records of credentials, research, publications, and service in the past five years to support RIPA Standard Five. (5.01, 5.02)
- List of all education faculty/program staff with key achievements in working with PK-12 schools to improve PK-12 education in the last five years. (5.01, 5.02)
- A summary of faculty/program staff professional development provided by the institution or organization and individual professional development work supported by the institution or organization in the past five years. (5.02)
- Evidence to support ways in which education faculty and arts and science faculty and others on campus collaborate in the preparation of educators. (5.04)
- Evidence of other partnerships with districts, schools, community organization, or professional associations not provided elsewhere. (5.04)
- Evidence of efforts to ensure program coherence within and across programs. (5.05)
- Other evidence identified by the programs.

Standard Six Exhibits

- Evidence of the ways in which the programs have reviewed and made improvements to the assessment system. Documentation of the data collected to inform these changes. (6.01)

- Evidence of how an analysis of aggregated data of individual assessments and the assessment system has been used to provide feedback to programs. (6.01)
- Evidence of how Title II data has been used to improve programs. (6.01)
- Evidence of changes and improvements to curriculum. (6.01)
- Evidence of changes and improvements in field experiences. (6.01)
- Evidence of changes and improvements to demonstrate commitment to affirming diversity. (6.01)
- Evidence of how the institution or organization reviews and improves upon available resources. (6.01)
- Evidence of data collection used to monitor the preparedness of graduates. (6.01)

Chapter 6 – The RI Program Approval Visit Team Report and the Commissioner’s Decision

The primary product of a RIPA Site Visit is a RIPA Visit Team Report. This report contains the team’s findings, recommendations for improvement, commendations and a recommendation for the length of approval. The report conveys the team’s consensus evaluation of the performance of the educator preparation programs that were reviewed. A draft of the report is begun during the RIPA Site Visit and a final report is prepared for the Commissioner of Elementary and Secondary Education according to the timelines described below. The Commissioner bases the final approval decisions upon the findings and recommendations in the team’s report and communicates the decision to the institution or organization according to established protocols. Consistent with federal regulations and interstate certification agreements, the Commissioner’s decisions communicate whether any programs are to be designated as “low performing” or “at risk of being low performing.” The criteria for these designations are detailed in this chapter.

The RIPA Visit Team Report

As stated above, a major emphasis of the RIPA SITE Visit is the development of a RIPA Visit Team Report. The RIPA Visit Team Report is a comprehensive narrative that details the team’s assessment of the reviewed programs on the RIPA Standards and Indicators. The report contains findings, recommendations for improvement, commendations, and recommends the length of approval and approval conditions to the Commissioner.

Report Format

The RIPA Visit Team Report is organized by the RIPA Standards. The report contains findings and approval ratings for each standard and indicator. The RIPA Visit Team Report contains one (1) report for all initial programs and separate reports for each advanced program that was reviewed. The text of the initial report mirrors the way that individual programs are evaluated on the RIPA Standards. Thus, the report contains one (1) set of findings, recommendations, and ratings for each of the standards that is reviewed across programs: Standard One – Assessment, Standard Four – Diversity, Standard Five – Resources, and Standard Six – Improvement. Since Standard Two – Curriculum and Standard Three – Field are program-specific standards, the report contains separate findings, recommendations and ratings for each program and each standard. Each advanced program report contains findings, recommendations, and ratings for each standard and indicator.

RIPA Visiting teams determine the ratings for individual standards and indicators using a rubric that identifies expected levels of performance for each standard and indicator. (The rubric is provided in Appendix C.) For all standards and indicators that are identified as being “Exceeds Standards” or “On Standard” the report contains narrative text that

describes the team’s assessment of that part of the program. Teams may commend aspects of the programs and also identify or suggest possible actions that programs may wish to consider as they continually improve these elements of the program. Any standards and indicators that are identified as either “Approaching Standard” or “Unacceptable” include, in addition to the narrative text, recommendations for improvement that identify improvement actions that the program must take to align the program to the expectations of the RIPA Standards.

Approval Ratings

The RIPA Visiting Team identifies its assessment of the reviewed programs by the rubric ratings that are assigned to each standard and indicator. The ratings indicate the team’s determination of the current level of performance against the RIPA Standards:

- Exceeds Standard
- On Standard
- Approaching Standard
- Unacceptable

The RIPA VISIT Team Report contains individual ratings for each indicator. The report also contains an overall rating for each of the six (6) RIPA Standards. While the overall rating for a standards is based on the ratings of the individual indicators, each indicator, for example, need not be rated “on standard” for an overall standard to be rated “on standard.” RIDE provides guidance to RIPA Visiting Teams in the determination of the ratings, but relies upon the professional judgment of the team rather than mathematical formulas in this determination. A chart, provided in Appendix E, is provided to the visiting team as guidance in determining the length of approval for the programs.

Report Development and Timelines

The RIPA Visit Team Report is started during the site visit. Beginning on the first day of the visit, a recorder/facilitator collects notes from group debriefings that inform the development of the report. The notes are periodically provided to the team members during the visit for their review and comment. As the visit progress, the recorder begins to develop a draft report based upon the inquiry activities that the team conducts – document review, interviews, and observations. As the team discusses evidence for each indicator and analyzes and summarizes its findings the recorder captures the reflections and consensus of the team in the draft report. The draft text is the basis for team discussion and rating by indicator. These ratings are also recorded in the draft report. Prior to the team departing on Wednesday, the recorder provides a draft version of the report that includes all completed text up to that time and all final ratings. The team reviews and then provides comments upon the report as necessary.

Within seven (7) business days of the completion of the visit, the recorder submits a completed draft of the report to RIDE. RIDE sends this document electronically to the team members and requests a final review and comments. Team members are also given seven (7) business days to complete this step. RIDE and the recorder review team member feedback and make any necessary changes to develop a final draft.

The final draft is sent to the college, university, or organization within thirty (30) business days of the end of the RIPA Visit for factual review. Colleges, universities, or organizations have up to thirty (30) business days to report to RIDE in writing any factual errors they believe exist within the report and that would potentially change a rating. It is important to note that only factual errors are open for consideration. RIDE works with the college, university, or organization to resolve any factual errors to ensure the report is an accurate assessment of the program performance. The final resolution of factual errors rests with RIDE. Note, RIDE does not seek or accept rejoinders or other similar responses to the RIPA Visit Team Report.

Once any factual errors in the Visit Team Report have been addressed, the Director of Educator Quality and Certification forwards a final version of the report to the Commissioner to serve as the basis for the Commissioner's decision. Appendix A contains the Program Approval Timeline.

The Commissioner's Decision

Upon receiving the final RIPA Visit Team Report and the recommended length of approval, the Commissioner issues a final approval decision. The final approval decision is conveyed in writing to the president of the institution or the highest level of organizational leadership. The letter from the Commissioner indicates the approval status and identifies all areas that must be addressed including possible action plans, interim visits, or other program improvement actions.

The Commissioner's approval decision is a specified number of years for which the program may continue to operate as an approved educator preparation program in Rhode Island. The maximum approval period is for five (5) years. Programs may also receive approval periods of from two (2) to four (4) years. Generally, a longer approval period received by a program indicates a greater alignment to the RIPA Standards and the expectations for program performance articulated in the Standards.

If a program is not approved as the result of a RIPA Site Visit, the approval decision is for the program to close. All candidates currently enrolled in the program are "held harmless" and allowed to complete the program of study. Note, the program is not allowed to enroll any new candidates. Programs that receive an approval decision of two years are designated as "Low Performing" as is described below.

Special Designations

Title II of the Higher Education Act requires each state to establish criteria for identifying "Low-Performing" educator preparation programs or schools of education. Rhode Island uses the RIPA Process and its approval decisions as described above to identify such programs. Each designation is described below.

Low Performing

An educator preparation program in Rhode Island is designated as "Low Performing" if the final approval rating by the Commissioner is for a two (2) year approval as a result of

a RIPA Site visit by a RIPA Visiting Team. A designation of “Low Performing” can only be made by a full review team and based upon a full visit. A program designated “Low Performing” retains this designation until corrective action has been implemented and verified by a RIDE interim team or the institution chooses to no longer offer the program. In an instance in which multiple programs at an institution are identified as “Low Performing,” each low performing program receives individual notification along with the terms of the approval. Since several of the RIPA Standards are reviewed across all programs, it is possible for the Commissioner to designate all programs offered at an institution or organization as “Low Performing” programs.

At Risk of Being Low Performing

An educator preparation program may be designated as “At Risk of Being Low Performing” during an interim visit described in Chapter 7. If an interim review team identifies that the program has not made significant progress in the areas identified by the RIPA Visiting Team in its final report to the Commissioner during the previous visit, this designation can be attached to the program. During an interim visit, the interim team is charged with making a professional judgment on whether or not the program has made “significant progress” on each of the specific areas identified by the RIPA Visiting Team. The interim team can recommend the following:

- Significant progress has been made – continue the approval status
- Significant progress has been made – remove designation of “Low Performing” if applicable
- Insufficient progress has been made – identify a program as “At Risk of Being Low Performing”
- Insufficient progress has been made – maintain the designation of “Low Performing” if applicable

As explained above, since several of the RIPA Standards are reviewed across all educator preparation programs, it is possible for the interim team to designate all programs offered at an institution or organization as being “At Risk of Being Low Performing.”

Chapter 7 – The RI Program Approval Cycle of Continuous Improvement

RIPA Standard Six articulates the expectation of continuous improvement for all educator preparation programs: “Rhode Island Educator Preparation Programs engage in a process of regular evaluation to ensure program improvement.” Within this cycle of improvement, RIDE engages in several activities to support this expectation. RIDE staff periodically meets with all educator preparation programs to provide information and support for program performance and improvement. RIDE staff reviews actions plans when they are required of programs as a result of a RIPA Visit Team Report. RIDE conducts interim visits to monitor progress towards meeting the RIPA Standards when such a visit is a condition of an approval decision. RIDE also continually reviews the RIPA Process and seeks input from the education field to ensure an effective process for approving all educator preparation programs. Each of these actions is intended to support the continuous improvement in educator preparation.

Educator Preparation Partnership

RIDE meets three (3) times each year with representatives from each of the Rhode Island educator preparation programs in scheduled Educator Preparation Partnership meetings. The primary purpose of these meetings is to provide information regarding educator preparation and certification, to review and discuss the RIPA Process, and to troubleshoot any issues regarding educator preparation, certification, or the RIPA Process. RIDE staff works with the educator preparation programs to schedule these meetings. RIDE staff develops an agenda for the meetings and share this agenda in advance. Discussion notes are provided after the meeting to promote communication, record discussion, and document any decisions that are made.

RIDE views the Education Partnership meetings as an important vehicle to promote collaboration and best serve the students of Rhode Island, the ultimate beneficiaries of the educator preparation programs, through quality educator programs that pursue continuous improvement. The meetings are an ideal opportunity to share best practices, review concerns , and address evolving issues in the approval process. RIDE encourages regular attendance at these meetings by representation at least at the dean/director/coordinator level for each meeting. Programs are welcome to bring additional key representatives as best fits the institution or organization’s needs. Programs that have any specific requests for agenda items should communicate these to RIDE staff at least one (1) month prior to the scheduled meeting.

Action Plans

One potential condition of a final approval decision is the development and submission of an action plan. If the Commissioner determines that a program must indicate in writing how specifically it intends to address the RIPA Visit Team Report recommendations, then an action plan is required. Action plans may be required for any program that receives less than a full five (5) year approval.

A template for an action plan is included in Appendix F. In this template programs identify the recommendation that is being addressed, action that has or will be taken towards meeting that recommendation, a timeline for implementation of the actions, and evidence that would support

the action plan assertions. If the final approval decision conveyed by the Commissioner requires an action plan, a date for submission of the action plan is specified as well. The timeline for submission is based upon the RIPA Visiting Team recommendations and indicates the appropriate amount of time the team feels is needed to address the report recommendations and begin to demonstrate progress.

RIDE staff reviews the action plans using professional judgment to determine if the plans represent appropriate and sufficient steps to address the recommendations in the report. RIDE may either accept the action plan or require further revision to better identify and communicate actions towards required alignment with the RIPA Standards. If necessary, RIDE staff will work with the programs to resolve any concerns it has identified in the action plans.

Interim Visits

To support and monitor continuous improvement, a final approval decision may require an interim visit as part of approval. The primary purpose of an interim visit is to monitor progress towards meeting the visiting team report's recommendations and to confirm improvement actions described in an action plan. The final approval decision from the Commissioner indicates the length of approval, schedule, and composition of an interim visit.

During an interim visit, a program must show "significant progress" in the professional judgment of the interim team towards addressing each of the recommendations from the previous RIPA Visit Team Report. If an action plan has been required, interim visits only occur once the action plan has been accepted. The interim team uses the action plan as a guide to understand actions taken by the program to meet the recommendations as it develops its determination of progress.

The length and composition of the interim visit are determined based upon the recommendation of the RIPA Visiting Team as a result of the site visit. Most typically, but not exclusively, interim visits last one (1) to two (2) days and are staffed by RIDE personnel. If the RIPA Visiting Team had specific or significant concerns, RIDE may determine a longer visit is necessary, more detail is needed at the time of the interim visit or require participation in the interim visit by individuals having specified expertise in identified areas of the RIPA Standards under review.

RIDE staff works with the programs to develop a schedule for the interim visit and to identify required evidence for review. Both the schedule and required evidence are specific to the programs, the number of recommendations and level of concern expressed by the RIPA Visiting Team, and the needs of the programs and RIDE. All of the planning and details for the visit are to be completed at least one (1) month prior to the visit.

It is important to note that interim visits are the mechanism to identify programs that may be assigned the designation of "At Risk of Being Low Performing" as was described in this chapter. In light of this potential, it is imperative that programs carefully respond to each of the recommendations in the RIPA Visit Team Report, articulate appropriate actions in the action plan, and provide sufficient evidence to support these assertions during the interim visit. The interim team has only two options at the end of an interim visit – continue the approval for the specified time or assign the designation of "At Risk of being Low Performing."

The resulting product of an interim visit is a memorandum from the RIDE Office of Educator Quality and Certification. The memorandum indicates the approval status of the program upon completion of the interim visit – continued approval or the at risk designation. The memorandum also contains observations from the interim visit team. The observations reflect the progress the team found during the visit and any continuing concerns that remain with the recommendations from the RIPA Visit Team Report. The memorandum is provided to the program within two (2) weeks of completion of the interim visit.

RIPA Process Review

Since its initial implementation in 2001, RIDE has continually reviewed and revised the RIPA Process. As described in the introduction to this document, these revisions have included, revised standards, improved guidance, changes to the visit schedule and format, and additional support materials. The goal of these ongoing refinements is to ensure an effective and efficient approval process. The educator preparation field has been a key participant in many of these refinements and improvements. RIDE expects that just as programs are required to continually improve, RIDE expects the same for the RIPA Process.

As the Rhode Island Beginning Teacher Standards drove much of the design and implementation of the original RIPA Process, RIDE expects the articulation of the Rhode Island Professional Teaching Standards currently under way to similarly impact the RIPA Process as it enters the third round of program review. RIDE remains committed to the collaborative review and revision of the RIPA Process through this and other necessary refinements.

Cycle of Review and Improvement

The RIPA Process is best viewed as a cycle. Once a program has been reviewed and receives an approval decision, the first step begins towards the next round of the approval process. If a program is required to complete an action plan and/or host an interim visit, these events should also be seen as part of the ongoing cycle of improvement. The overarching goal of the RIPA Process is to ensure the preparation of effective educators for the benefit of Rhode Island PK-12 students. The RIPA Process was designed and is implemented to support educator preparation programs to fully align their programs with the expectations of the individual RIPA Standards and Indicators. The successive rounds of review in the RIPA Process provide continual opportunities for programs to work towards and attain this alignment between expectations and actual program performance.

Appendix

Appendix A: Program Approval Timeline

Action	Timing
1. The President of the college or university writes to the Commissioner of Elementary and Secondary Education requesting renewal of approval of programs. Visit dates are established.	One-year prior to end of the five year approval cycle.
2. Rhode Island Department of Education and institutional representatives meet to plan the agenda for the team visit. The Rhode Island Department of Education receives draft of Institutional Report	Ten weeks prior to the visit.
3. The institution contacts team members, arranges transportation, and sends Institutional Report, College Catalog, Student Teaching Handbook and (if the institution uses one) a copy of the Candidate Assessment Handbook to each team member. An electronic copy of the Institutional Report should be sent to the Rhode Island Department of Education.	Six weeks prior to the visit.
4. The Rhode Island Department of Education and team conduct on site visit.	
5. The Rhode Island Department of Education sends draft of team report to institution for review for factual errors.	Thirty business days after visit
6. Institution responds and factual errors are resolved.	Thirty business days after institution receives draft report.
7. Commissioner communicates decision to the President of the college or university.	Thirty business days after resolution of report.

Appendix B: Program Approval Standards

Rhode Island Program Approval Standards	
Standard	Indicators
1. Prospective educators recommended for licensure by Rhode Island Educator Certification Programs are proficient in the Rhode Island Beginning Teacher Standards.*	<p>1.01 Assessment, Advisement, Feedback, and Counseling throughout the Program: Prospective educators are assessed through an ongoing process that begins with admission to the program and continues through recommendation for licensure. The results of these assessments are used to monitor candidates' progress toward meeting the standards and to provide academic and professional advisement throughout the program.</p> <p>1.02 Admission into the Program: Prospective educators are admitted to certification programs based upon clearly articulated criteria that address the candidates' potential to meet the standards for licensure.</p> <p>1.03 Determination of Readiness for Student Teaching or Supervised Internship: Prospective educators demonstrate their readiness for student teaching or supervised internship through an evaluation of their performance with respect to the Rhode Island Beginning Teacher Standards.</p> <p>1.04 Assessment at the Completion of Clinical Experiences and as a Basis for Recommendation for License: Prospective educators demonstrate their performance for the completion of student teaching or supervised internship and are recommended for licensure through an evaluation process that is shared by the college or university supervisor and the cooperating teacher or internship supervisor and based on performance with respect to the Rhode Island Beginning Teaching Standards.</p> <p>1.05 Validity of Assessment System: Assessment systems are aligned with educator standards and with instructional processes, use multiple assessments and various methodologies, and have expectations that are clearly communicated to prospective educators.</p> <p>1.06 Reliability of Assessment System: Assessment systems yield fair, accurate, and consistent evaluation of prospective educators.</p>
2. Prospective educators in Rhode Island Educator Certification Programs have the opportunity to acquire the knowledge, develop the dispositions, and practice the skills that are encompassed in the Rhode Island Beginning Teacher Standards.*	<p>2.01 Professional and Pedagogical Studies: Prospective educators follow a well-planned scope and sequence of courses and experiences to develop the knowledge, dispositions, and skills encompassed in the Rhode Island Beginning Teacher Standards or appropriate Professional Standards.</p> <p>2.02 Subject Matter Knowledge: Prospective educators develop a deep understanding of the subject matter in their area of certification.</p> <p>2.03 Technology: Prospective educators develop an understanding of the role of technology in education and learn how to use technology as an instructional and administrative tool.</p> <p>2.04 Additional Rhode Island Certification Requirements: Prospective educators develop any additional knowledge and or skills required by Rhode Island educational law or regulations of the Board of Regents for Elementary and Secondary Education.</p> <p>2.05 Coherence: Prospective educators pursue coherent educational studies that are grounded in research and theory.</p>
3. Prospective Educators have the opportunity to develop their learning in a variety of high quality field sites with professionals who model effective educational practice, assume responsibility for educating prospective colleagues, and are committed to ongoing professional development.	<p>3.01 Extensive Clinical Experience: Prospective educators complete purposeful and sequenced field experiences, including field experience prior to student teaching or internship periods. Through student teaching or an internship they have the opportunity to experience all aspects of teaching.</p> <p>3.02 Clinical Experience in a Variety of Settings: Prospective educators complete field experiences in a variety of educational settings, including schools which serve culturally, linguistically, and economically diverse students and classrooms that serve students with a range of abilities, including students with exceptional needs.</p> <p>3.03 Effective Field Sites: Prospective educators complete field experiences in settings where they have the opportunity to practice their learning in a way that is consistent with the Rhode Island Beginning Teacher Standards.</p> <p>3.04 Effective Cooperating Teachers and Internship Supervisors: Approved programs place prospective educators exclusively with cooperating teachers and internship supervisors whose practice is consistent with the Rhode Island Beginning Teacher Standards. The cooperating teachers and internship supervisors know how to help prospective educators develop and how to evaluate prospective educators in order to make a recommendation regarding successful performance with respect to the standards.</p> <p>3.05 Recruit and Provide Professional Development for Cooperating Teachers and Internship Supervisors: Approved programs recruit cooperating teachers, internship supervisors, or mentors whose practice is consistent with the Rhode Island Beginning Teacher Standards and who are committed to supporting the development of prospective educators. The programs provide professional development opportunities and other incentives to help these educators enhance their effectiveness in these roles.</p> <p>3.06 College/University and School Partnerships: Approved programs establish collaborative and respectful relationships between college and university faculty and their institution and field-based educators, their schools, and their school districts that benefit both the institution of higher education and the K-12 school district for the common goal of preparing prospective educators and meeting the needs of the schools and districts.</p>

* The Rhode Island Beginning Teacher Standards are the applicable standards for all educator preparation programs that lead to initial certifications. All educator preparation programs that lead to advanced certification are reviewed against appropriate professional standards as designated by the program.

<p>4. Rhode Island Educator Certification Programs and their institutions demonstrate a commitment to affirming the diversity⁷ of our state, our communities, and our public schools by preparing educators who can work effectively with students, families, community members, and colleagues from diverse backgrounds to create learning communities in which all students succeed.</p>	<p>4.01 Curriculum: Prospective educators develop the knowledge, skills, and dispositions essential to preparing them to be effective teachers of diverse students. The preparation includes a curriculum that engages all students in issues of diversity in our world and in our schools. The curriculum also expands the socio-cultural awareness of prospective educators by helping them become more aware of how their own world views are shaped by their life experiences. The curriculum helps prospective educators develop affirming attitudes towards individuals from diverse backgrounds and a commitment to making schools places where all students succeed. Throughout their preparation, prospective educators learn about diverse communities and students and learn to teach in diverse communities and classrooms. They learn to create classrooms in which instruction builds from the cultures of their students communities.</p> <p>4.02 Field Experiences that Capitalize on the Diversity of PK-12 Schools: Prospective educators successfully complete field experiences that are designed to assure interaction with exceptional students, and students from different ethnic, racial, gender, socio-economic, language, and religious groups. Through these experiences prospective educators examine issues of diversity in teaching and learning. Skilled cooperating teachers and college and university faculty help the prospective educators use these experiences to improve their ability to teach students from diverse backgrounds effectively.</p> <p>4.03 An Environment that Values Diversity: Colleges and universities and their educator preparation programs make issues of socio-cultural awareness, affirmation of diversity, and the preparation of culturally responsive educators central to their mission. Colleges and universities establish a campus environment that promotes and sustains a diverse community. They capitalize on the community’s diversity to promote deeper understanding of issues of equity and diversity in our state, our communities, and our schools.</p> <p>4.04 Faculty: Colleges and universities and the educator preparation programs recruit, hire, support, and retain a diverse faculty. Prospective educators have the opportunity to learn from faculty members whose diverse backgrounds enable prospective educators to view their craft through a wide lens.</p> <p>4.05 Students: Colleges and universities and their educator preparation programs recruit, admit, support, and retain a diverse student body. The program’s admission processes, curriculum, access to student services, and counseling and mentoring programs are designed to support the preparation of a more diverse educator work force. Prospective educators from diverse cultural backgrounds and with experiences that differ from the other prospective educators find their participation is elicited, valued, and affirmed throughout the preparation program.</p>
<p>5. Rhode Island Educator Preparation Programs are supported by college and university structures that provide the resources necessary to ensure: a faculty which is engaged in scholarship, demonstrates exceptional expertise in its teaching fields, is actively involved in PK-12 schools and school districts, and coherence within and across programs</p>	<p>5.01 Qualified Faculty Members: The Professional education faculty is composed of individuals with exceptional expertise as teachers and scholars in their teaching fields. They exemplify the qualities of effective instruction including the proficiencies described in the Rhode Island Beginning Teacher Standards.</p> <p>5.02 Faculty Responsibilities and Professional Development: The professional education faculty is composed of individuals who are involved in teaching, scholarship, and service. They are involved with practice in PK-12 schools. Approved programs ensure the ongoing professional development of their faculty.</p> <p>5.03 Resources: Approved programs assure access to adequate resources to support teaching and scholarship, including the necessary personnel, facilities, equipment, library, curriculum resources, educational technology, and financial resources to support quality programs.</p> <p>5.04 Professional Community: Approved programs support collaboration among higher education faculty, school personnel and other members of the professional community to prepare new educators and to improve the quality of education of children.</p> <p>5.05 Coherence Within and Across Programs. Approved programs ensure that coherence exists between the Rhode Island Beginning Teacher Standards and student outcomes, courses, field experiences, instruction, and assessment, both within and across programs.</p> <p style="text-align: center;">(As a precondition for Rhode Island Program Approval, institutions must provide evidence demonstrating NEASC accreditation.)</p>
<p>6. Rhode Island Educator Preparation Programs engage in a process of regular evaluation to ensure program improvement.</p>	<p>6.01 Commitment to High Quality and Improvement: Approved programs engage in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and use these findings to improve the preparation of prospective educators through the modification of the program.</p>

⁷ Diversity is used throughout this standard to address ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual-orientation, and geographical area.

Appendix C: Program Approval Rubrics

1. Prospective educators recommended for licensure by Rhode Island Educator Certification Programs are proficient in the Rhode Island Beginning Teacher Standards.*			
STANDARD/ INDICATOR	UNACCEPTABLE	APPROACHING STANDARD	STANDARD
<i>1.01 Assessment, Advisement, Feedback, and Counseling throughout the Program: Prospective educators are assessed through an ongoing process that begins with admission to the program and continues through recommendation for licensure. The results of these assessments are used to monitor candidates' progress toward meeting the standards and to provide academic and professional advisement throughout the program.</i>	<p>The program's candidate assessment system is composed of disjointed assessments and is not approaching a system.</p> <p>It has only one decision point for assessment, or interim assessments are not adequately incorporated.</p> <p>The assessment system is minimally aligned with key RIBTS.</p> <p>Decision points may be based on single or limited data.</p> <p>There is a little or no connection between candidate assessment results and candidate feedback and candidates' progress through the program.</p> <p>There is little or no evidence that progress and attrition is attributable to counseling based on the assessment of the quality of candidates' performance.</p>	<p>The program has implemented some elements of assessments, approaching, but not quite achieving a system for candidate assessment.</p> <p>The program has assessments for at least two decision points.</p> <p>The assessment system shows partial alignment with RIBTS.</p> <p>There are multiple sources of data for most decision points. There is some connection between candidate assessment results and candidate feedback and candidates' progress through the program. There is some evidence that progress and attrition is attributable to counseling based on the assessment of the quality of candidates' performance.</p>	<p>The program has implemented a clearly defined candidate assessment system with at least three decision points – at admission, prior to student teaching, and at recommendation for initial licensure.</p> <p>The assessment system is aligned with RIBTS.</p> <p>There are multiple sources of data for each decision point.</p> <p>There is a strong connection between candidate assessment results and candidate feedback and candidates' progress through the program.</p> <p>Progress and attrition is attributable to counseling based on the assessment of the quality of candidates' performance.</p>
<i>1.02 Admission into the Program: Prospective educators are admitted to certification programs based upon clearly articulated criteria that address the candidates' potential to meet the standards for licensure.</i>	<p>The program has not established criteria for admission.</p> <p>There is little or no evidence of a relationship between criteria and potential for success in an educator preparation program.</p> <p>The evaluation of work submitted for admission shows little or no alignment with the criteria for admission and the application of the criteria is consistently not implemented as described.</p>	<p>The program has established clear criteria for admission. HOWEVER</p> <p>There may be limited attention to basic skills.</p> <p>There is only partial evidence of a relationship between criteria and potential for success in an educator preparation.</p> <p>The evaluation of work submitted for admission is generally not aligned with the criteria for admission or there is a pattern of inconsistent application of the criteria across candidates.</p>	<p>The program has established clear criteria for admission.</p> <p>The criteria address, at a minimum, basic skills.</p> <p>There is evidence of a relationship between criteria and potential for success in an educator preparation program.</p> <p>The evaluation of work submitted for admission is aligned with the criteria for admission and overall there is consistent application of the criteria across candidates.</p>

1. Prospective educators recommended for licensure by Rhode Island Educator Certification Programs are proficient in the Rhode Island Beginning Teacher Standards.*

STANDARD/ INDICATOR	UNACCEPTABLE	APPROACHING STANDARD	STANDARD
<p><i>1.03 Determination of Readiness for Student Teaching or Supervised Internship: Prospective educators demonstrate their readiness for student teaching or supervised internship through an evaluation of their performance with respect to the Rhode Island Beginning Teacher Standards.</i></p>	<p>The program has not established criteria for beginning student teaching/internship. There is little or no evidence of a relationship between criteria and potential for success in student teaching/internship. The evaluation of work submitted to begin student teaching/internship shows little or no alignment with the criteria for student teaching/internship and the application of the criteria is consistently not implemented as described.</p>	<p>The program has established clear criteria for beginning student teaching/internship. HOWEVER There may be limited attention to subject matter knowledge for initial certificates. There is only partial evidence of a relationship between criteria and potential for success as a student teacher/intern. The evaluation of work submitted to begin student teaching/internship is generally not aligned with the criteria for student teaching/internship and there is a pattern of inconsistent application of the criteria across candidates.</p>	<p>The program has established clear criteria for beginning student teaching or an internship. The criteria are aligned with RIBTS or professional standards and include an assessment of subject matter knowledge for initial certificates. There is evidence of a relationship between criteria and potential for success as a student teacher/intern. The evaluation of work submitted to begin student teaching/internship is aligned with the criteria for student teaching/internship and there is generally consistent application of the criteria across candidates.</p>
<p><i>1.04 Assessment at the Completion of Clinical Experiences and as a Basis for Recommendation for License: Prospective educators demonstrate their performance for the completion of student teaching or supervised internship and are recommended for licensure through an evaluation process that is shared by the college or university supervisor and the cooperating teacher or internship supervisor and based on performance with respect to the Rhode Island Beginning Teaching Standards.</i></p>	<p>The program has not established criteria for recommendation for licensure. The criteria address only a few of the RIBTS or professional standards. Many candidates recommended for licensure do not show the ability to teach consistent with RIBTS or the appropriate professional standards as a beginning teacher or other education professional. There is little or no evidence of a relationship between criteria and potential for success as an educator. The evaluation of work submitted for licensure shows little or no alignment with the criteria for program completion and the application of the criteria is consistently not implemented as described.</p>	<p>The program has established clear criteria for recommendation for licensure. HOWEVER The criteria fail to substantively address the range of RIBTS or professional standards. Some candidates who are recommended for licensure do not show the ability to teach consistent with RIBTS or the appropriate professional standards as a beginning teacher or other education professional. There is only partial evidence of a relationship between criteria and potential for success as an educator. The evaluation of work submitted for licensure is generally not aligned with the criteria for program completion and there is a pattern of inconsistent application of the criteria across candidates.</p>	<p>The program has established clear criteria for recommendation for licensure. The criteria address the range of RIBTS or professional standards. Candidates recommended for licensure show the ability to teach consistent with RIBTS or the appropriate professional standards as a beginning teacher or other education professional. There is evidence of a relationship between criteria and potential for success as an educator. The evaluation of work submitted for licensure is aligned with the criteria for program completion and there is generally consistent application of the criteria across candidates.</p>

1. Prospective educators recommended for licensure by Rhode Island Educator Certification Programs are proficient in the Rhode Island Beginning Teacher Standards.*

STANDARD/ INDICATOR	UNACCEPTABLE	APPROACHING STANDARD	STANDARD
<p><i>1.05 Validity of Assessment System: Assessment systems are aligned with educator standards and with instructional processes, use multiple assessments and various methodologies, and have expectations that are clearly communicated to prospective educators.</i></p>	<p>The assessment system is minimally aligned with RIBTS or appropriate professional standards. The assessment system is minimally aligned with instruction within the program. The evaluation criteria are minimally aligned with program outcomes. The system primarily uses one assessment methodology and relies primarily on one or two sources of evidence. There is little or no evidence that the system is designed to reduce possible sources of bias. The assessment system is not clearly communicated to candidates and candidates have little or no understanding of the purposes, processes, and outcomes of assessments that comprise the system.</p>	<p>The assessment system is at least partially aligned with RIBTS or appropriate professional standards. The assessment system is at least partially aligned with instruction within the program. The evaluation criteria are partially aligned with program outcomes. The system uses several assessment methodologies and multiple sources of evidence. The system notes at least some attempt to reduce possible sources of bias. The assessment system is communicated to candidates but many candidates have only a limited understanding of the purposes, processes, and outcomes of assessments that comprise the system.</p>	<p>The assessment system is aligned with RIBTS or appropriate professional standards. The assessment system is aligned with instruction within the program. The evaluation criteria are aligned with program outcomes. The system uses a variety of assessment methodologies and multiple sources of evidence. The system is designed to reduce possible sources of bias. The assessment system is clearly communicated to candidates and candidates generally understand the purposes, processes, and outcomes of assessments that comprise the system.</p>
<p><i>1.06 Reliability of Assessment System: Assessment systems yield fair, accurate, and consistent evaluation of prospective educators.</i></p>	<p>Assessors and evaluators of candidates have little or no understanding of the criteria, instruments, and processes. Assessors and evaluators receive little or no training to make consistent judgments at each decision point. Programs collect little or no evidence of consistency of assessor/evaluator judgments.</p>	<p>Assessors and evaluators of candidates partially understand the criteria, instruments, and processes. Assessors and evaluators learn about the use of assessments but receive limited training and feedback in making consistent judgments at each decision point. Programs have limited evidence of consistency of assessor/evaluator judgments.</p>	<p>Assessors and evaluators of candidates generally understand the criteria, instruments, and processes. Assessors and evaluators are trained to make consistent judgments at each decision point. Programs collect evidence of consistency of assessor/evaluator judgments and use the data to improve the consistency of decisions.</p>

2. Prospective educators in Rhode Island Educator Certification Programs have the opportunity to acquire the knowledge, develop the dispositions, and practice the skills that are encompassed in the Rhode Island Beginning Teacher Standards.*

STANDARD/ INDICATOR	UNACCEPTABLE	APPROACHING STANDARD	STANDARD
<p><i>2.01 Professional and Pedagogical Studies: Prospective educators follow a well-planned scope and sequence of courses and experiences to develop the knowledge, dispositions, and skills encompassed in the Rhode Island Beginning Teacher Standards.</i></p>	<p>The curriculum provides candidates with minimal or no opportunity to learn the aspects of each RIBTS or appropriate professional standard OR several standards are minimally or not reflected within the curriculum.</p> <p>The curriculum provides candidates with limited or no opportunity to develop the knowledge base or to demonstrate the performance/skills required of a beginning educator.</p>	<p>The curriculum provides candidates with the opportunity to learn many of the critical aspects of each RIBTS or appropriate professional standard.</p> <p>The curriculum provides candidates with opportunities to develop a knowledge base and to demonstrate the performance/skills expected by each of the standards at a level below that which is necessary for a beginning educator.</p>	<p>The curriculum provides candidates with the opportunity to learn the critical aspects of <i>each</i> RIBTS or appropriate professional standard.</p> <p>The curriculum provides candidates with the opportunity to develop the depth and breadth of knowledge and to demonstrate the performances/skills expected by each of the standards at the level of a beginning educator.</p>
<p><i>2.02 Subject Matter Knowledge: Prospective educators develop a deep understanding of the subject matter in their area of certification.</i></p>	<p>The program has not established a set of subject matter standards or has not established an acceptable set of standards.</p> <p>The curriculum minimally addresses or does not address these standards.</p> <p>The program does not adequately assess subject matter prior to student teaching.</p>	<p>The program has established an appropriate set of subject matter standards for each initial certification program, has demonstrated that the curriculum partially addresses these standards, and established an assessment required of candidates prior to student teaching that is partially aligned with these standards</p>	<p>The program has established an acceptable set of subject matter standards for each initial certification program, demonstrated that the curriculum addresses the range of standards, and provided a valid and reliable subject matter assessment required of candidates prior to student teaching that is aligned with these standards</p>
<p><i>2.03 Technology: Prospective educators develop an understanding of the role of technology in education and learn how to use technology as an instructional and administrative tool.</i></p>	<p>The program has not identified technology standards for candidates or it provides minimal or no opportunity for candidates to develop and demonstrate technological literacy and/or use of technology as an instructional or administrative tool.</p>	<p>The program has identified a set of technology standards for its candidates and has established opportunities for candidates to attain basic technological literacy and to begin to develop the capacity to use technology as an instructional and administrative tool.</p>	<p>The program has identified a set of technology standards for its candidates and has established the opportunities for candidates to attain competency in technological literacy and to develop the capacity to use technology as an instructional and administrative tool.</p>

2. Prospective educators in Rhode Island Educator Certification Programs have the opportunity to acquire the knowledge, develop the dispositions, and practice the skills that are encompassed in the Rhode Island Beginning Teacher Standards.*

STANDARD/ INDICATOR	UNACCEPTABLE	APPROACHING STANDARD	STANDARD
<p><i>2.04 Additional Rhode Island Certification Requirements: Prospective educators develop any additional knowledge and or skills required by Rhode Island educational law or regulations of the Board of Regents for Elementary and Secondary Education.</i></p>	<p>The program provides little or no evidence that it prepares candidates who understand the policies and practices that provide the content and context for education within their certification field within Rhode Island classrooms (e.g., student standards, state-wide assessments, standardized state-wide policy) and are able to integrate these policies and practices into their work as educators.</p> <p>The program does not meet key requirements for teacher preparation and educator certification that are required by Rhode Island education law and regulations of the Board of Regents for Elementary and Secondary Education.</p>	<p>The program prepares candidates who understand many of the policies and practices that provide the content and context for education within their certification field within Rhode Island classrooms (e.g., student standards, state-wide assessments, standardized state-wide policy) and are able to integrate these policies and practices into their work as educators.</p> <p>The program meets many of the other requirements for teacher preparation and educator certification that are required by Rhode Island education law and regulations of the Board of Regents for Elementary and Secondary Education.</p>	<p>The program prepares candidates who understand the key policies and practices that provide the content and context for education within their certification field within Rhode Island classrooms (e.g., student standards, state-wide assessments, standardized state-wide policy) and are able to integrate these policies and practices into their work as educators.</p> <p>The program meets all other requirements for teacher preparation and educator certification that are required by Rhode Island education law and regulations of the Board of Regents for Elementary and Secondary Education.</p>
<p><i>2.05 Coherence: Prospective educators pursue coherent educational studies that are grounded in research and theory.</i></p>	<p>The program is a collection of courses and experiences, without a clear connection or design. Courses are often taught independent of a well articulated sequence.</p> <p>Links between theory and practice are often not explicit.</p>	<p>The course work and field experiences are generally connected in a developmental way that links theory with practice.</p>	<p>The course work and field experiences are appropriately sequenced and connected in a developmental way that links theory with practice and culminate in the integration of knowledge with performance.</p>

3. Prospective Educators have the opportunity to develop their learning in a variety of high quality field sites with professionals who model effective educational practice, assume responsibility for educating prospective colleagues, and are committed to ongoing professional development.

STANDARD/ INDICATOR	UNACCEPTABLE	APPROACHING STANDARD	STANDARD
<p><i>3.01 Extensive Clinical Experience: Prospective educators complete purposeful and sequenced field experiences, including field experience prior to student teaching or internship periods. Through student teaching or an internship they have the opportunity to experience all aspects of teaching.</i></p>	<p>Field experience is primarily student teaching/internship or student teaching/internship and some unstructured activities in the field.</p> <p>The student teaching or internship falls far short of the opportunity to experience the intensity of full teaching responsibility.</p>	<p>Field experience begins early in the program and is somewhat linked to course work, providing the opportunity to integrate subject matter and pedagogical knowledge into teaching practice.</p> <p>The student teaching or internship provides the opportunity to experience a good approximation of the intensity of full teaching responsibility.</p>	<p>Field experience begins at program admission and is integrally linked to course work, providing the opportunity to integrate subject matter and pedagogical knowledge into teaching practice.</p> <p>Later field experiences build on the knowledge developed in earlier field experiences.</p> <p>The student teaching or internship provides the opportunity to experience the intensity of full teaching responsibility.</p>
<p><i>3.02 Clinical Experience in a Variety of Settings: Prospective educators complete field experiences in a variety of educational settings, including schools which serve culturally, linguistically, and economically diverse students and classrooms that serve students with a range of abilities, including students with exceptional needs.</i></p>	<p>The program provides little or no evidence that it monitors candidate field placements and ensures that all candidates experience field placements in a variety of settings. OR</p> <p>The program provides evidence that each candidate's range of field experiences assures that the prospective educator has limited opportunities to work with a range of students. Several of the key categories of culturally, linguistically, and economically diverse students; different academic abilities, various subject matter, and students with special needs are minimally or inadequately addressed through field experience.</p>	<p>The program monitors candidate field placements and ensures that all candidates experience field placements in a variety of settings. The program provides evidence that each candidate's range of field experiences assures that the prospective educator gains experience teaching a range of students, but not necessarily each of the key categories of culturally, linguistically, and economically diverse students; different academic abilities, various subject matter, and students with special needs.</p>	<p>The program monitors candidate field placements and ensures that all candidates experience field placements in a variety of settings. The program provides evidence that each candidate's range of field experiences assures that the prospective educator gains experience teaching a range of students, including: culturally, linguistically, and economically diverse students; students with different academic abilities, various subject matter, and students with special needs.</p>

3. Prospective Educators have the opportunity to develop their learning in a variety of high quality field sites with professionals who model effective educational practice, assume responsibility for educating prospective colleagues, and are committed to ongoing professional development.

STANDARD/ INDICATOR	UNACCEPTABLE	APPROACHING STANDARD	STANDARD
<p><i>3.03 Effective Field Sites: Prospective educators complete field experiences in settings where they have the opportunity to practice their learning in a way that is consistent with the Rhode Island Beginning Teacher Standards.</i></p>	<p>Programs have not established criteria for field sites to assure that districts, schools, and classrooms are effective sites for candidates to learn practice that is consistent with RIBTS or other professional standards.</p> <p>Programs provide minimal quality control on the districts, schools, and classrooms that serve as sites for the field experiences.</p> <p>Candidates find their own field sites for critical field experiences with little or no quality control provided by the program.</p> <p>Programs have little or no evidence of the ongoing evaluation of the quality of the sites.</p>	<p>Programs establish criteria for field sites to assure that districts, schools, and classrooms are effective sites for candidates to learn practice that is consistent with the RIBTS or other professional standards.</p> <p>Programs do not consistently use these criteria to evaluate new sites or to monitor existing sites or are unable to provide documentation of the ongoing evaluation of the quality of the sites.</p>	<p>Programs establish clear criteria for field sites to assure that districts, schools, and classrooms are effective sites for candidates to learn practice that is consistent with the RIBTS or other professional standards.</p> <p>Programs use these criteria to evaluate new sites and to monitor existing sites and provide documentation of the ongoing evaluation of the quality of the sites.</p>
<p><i>3.04 Effective Cooperating Teachers and Internship Supervisors: Approved programs place prospective educators exclusively with cooperating teachers and internship supervisors whose practice is consistent with the Rhode Island Beginning Teacher Standards. The cooperating teachers and internship supervisors know how to help prospective educators develop and how to evaluate prospective educators in order to make a recommendation regarding successful performance with respect to the standards.</i></p>	<p>Programs lack clear criteria for practicum supervisors, cooperating teachers and internship supervisors or fail to adhere to the criteria they establish.</p> <p>In some instances prospective educators are responsible for finding their own placements with little or no quality control provided by the program.</p> <p>Programs select practicum and cooperating teachers and internship supervisors, the majority of whom are not models of effective practice, are not committed to supporting the development of prospective teachers, and are not capable of evaluating teachers with respect to the standards.</p> <p>Programs provide little or not evidence of the ongoing evaluation of the quality of educators who serve in these roles.</p>	<p>Programs establish criteria for practicum supervisors, cooperating teachers and internship supervisors to assure that they model effective practice consistent with the RIBTS, are committed to supporting the development of prospective educators, and are capable of evaluating educators with respect to the standards.</p> <p>Programs do not consistently use these criteria to evaluate new or to monitor current practicum supervisors, cooperating teachers, and internship supervisors or are unable to provide documentation of the ongoing evaluation of the effectiveness of these educators in this role.</p>	<p>Programs establish clear criteria for practicum supervisors, cooperating teachers and internship supervisors to assure that they model effective practice consistent with the RIBTS, are committed to supporting the development of prospective educators, and are capable of evaluating educators with respect to the standards.</p> <p>Programs consistently use these criteria to evaluate prospective and to monitor current practicum and cooperating teachers and internship supervisors and provide documentation of the ongoing evaluation of the effectiveness of these educators in this role.</p>

3. Prospective Educators have the opportunity to develop their learning in a variety of high quality field sites with professionals who model effective educational practice, assume responsibility for educating prospective colleagues, and are committed to ongoing professional development.

STANDARD/ INDICATOR	UNACCEPTABLE	APPROACHING STANDARD	STANDARD
<p><i>3.05 Recruit and Provide Professional Development for Cooperating Teachers and Internship Supervisors: Approved programs recruit cooperating teachers, internship supervisors, or mentors whose practice is consistent with the Rhode Island Beginning Teacher Standards and who are committed to supporting the development of prospective educators. The programs provide professional development opportunities and other incentives to help these educators enhance their effectiveness in these roles.</i></p>	<p>Programs do not take an active role in recruiting cooperating teachers, provided little or no incentive for individuals to assume these responsibilities, and provide little or no professional development or limit the support to general informational sessions for cooperating teachers and intern supervisors.</p> <p>Cooperating teachers and internship supervisors consistently report that their role is primarily providing a placement and they are not viewed as partners in educator preparation.</p>	<p>Programs recruit cooperating teachers and internship supervisors, but offer limited incentives to assume these responsibilities, and provide only occasional professional development opportunities for cooperating teachers who serve in this role.</p> <p>Cooperating teachers and internship supervisors report that their perspectives are not consistently valued and that there are instances in which they are not treated as an integral part of educator preparation.</p>	<p>Programs actively recruit cooperating teachers and internship supervisors, provide meaningful incentives for them to assume these responsibilities, and provide ongoing professional development opportunities for cooperating teachers/internship supervisors to help them develop as professionals to serve effectively in this role.</p> <p>Cooperating teachers and internship supervisors consistently report that their perspectives are valued and that they are respected as integral partners in educator preparation.</p>

3. Prospective Educators have the opportunity to develop their learning in a variety of high quality field sites with professionals who model effective educational practice, assume responsibility for educating prospective colleagues, and are committed to ongoing professional development.

STANDARD/ INDICATOR	UNACCEPTABLE	APPROACHING STANDARD	STANDARD
<p><i>3.06 College/University and School Partnerships: Approved programs establish collaborative and respectful relationships between college and university faculty and their institution and field-based educators, their schools, and their school districts that benefit both the institution of higher education and the K-12 school district for the common goal of preparing prospective educators and meeting the needs of the schools and districts.</i></p>	<p>There is little or no evidence of an effort to establish partnerships with school districts for placement of student teachers and interns.</p> <p>Programs primarily use schools or classrooms as a site for field experiences rather than working collaboratively with them to identify ways in which the schools or districts may benefit from a partnership.</p>	<p>The majority of the student teaching and internships occur in school districts in which the program has established a partnership agreement or in which the partnerships are not meaningful for both the program and the district.</p> <p>Programs and districts and their schools develop partnerships that are collaborative, but that primarily serve the programs. Benefits derived by the districts and their schools are primarily a result of program outcomes rather than district/school identified needs.</p> <p>Many of the partnerships are with individual schools or teachers rather than districts and may be informal in nature.</p> <p>The partnerships are not implemented in a way that is generally consistent with the documented agreement.</p>	<p>Most student teaching and internships occur in school districts in which the program has established a meaningful partnership agreement that supports the program and the school district in the preparation of educators and meeting the needs of the district.</p> <p>Programs and districts and their schools develop collaborative and respectful partnerships that are mutually beneficial to the districts and their schools and the program.</p> <p>Partnership agreements are formal and demonstrate that the two organizations have come together to find ways to support learning in each organization.</p> <p>The partnerships are implemented in a way that is generally consistent with the documented agreement.</p>

4. Rhode Island Educator Certification Programs and their institutions demonstrate a commitment to affirming the diversity⁸ of our state, our communities, and our public schools by preparing educators who can work effectively with students, families, community members, and colleagues from diverse backgrounds to create learning communities in which all students succeed.

STANDARD/ INDICATOR	UNACCEPTABLE	APPROACHING STANDARD	STANDARD
<p><i>4.01 Curriculum: Prospective educators develop the knowledge, skills, and dispositions essential to preparing them to be effective teachers of diverse students. The preparation includes a curriculum that engages all students in issues of diversity in our world and in our schools. The curriculum also expands the socio-cultural awareness of prospective educators by helping them become more aware of how their own world views are shaped by their life experiences. The curriculum helps prospective educators develop affirming attitudes towards individuals from diverse backgrounds and a commitment to making schools places where all students succeed. Throughout their preparation, prospective educators learn about diverse communities and students and learn to teach in diverse communities and classrooms. They learn to create classrooms in which instruction builds from the cultures of their students communities.</i></p>	<p>Attention to diversity is not an essential part of the curriculum. Programs communicate culture as something belonging to other groups. The curriculum primarily focuses on learning generalities about single cultures.</p>	<p>There are some opportunities for candidates to explore issues of diversity in our world or in our schools. Candidates develop some understandings about other cultures and begin to incorporate these experiences into the instruction they plan.</p>	<p>The curriculum engages all candidates in issues of diversity in our world and in our schools. Candidates develop a deeper awareness of their own world views and of the experiences of other cultures. They learn how to teach in diverse communities and classrooms and how to design instruction that builds from the cultures of their students.</p>

⁸ Diversity is used throughout this standard to address ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual-orientation, and geographical area.

4. Rhode Island Educator Certification Programs and their institutions demonstrate a commitment to affirming the diversity⁸ of our state, our communities, and our public schools by preparing educators who can work effectively with students, families, community members, and colleagues from diverse backgrounds to create learning communities in which all students succeed.

STANDARD/ INDICATOR	UNACCEPTABLE	APPROACHING STANDARD	STANDARD
<p><i>4.02 Field Experiences that Capitalize on the Diversity of PK-12 Schools: Prospective educators successfully complete field experiences that are designed to assure interaction with exceptional students, and students from different ethnic, racial, gender, socio-economic, language, and religious groups. Through these experiences prospective educators examine issues of diversity in teaching and learning. Skilled cooperating teachers and college and university faculty help the prospective educators use these experiences to improve their ability to teach students from diverse backgrounds effectively.</i></p>	<p>Curriculum experiences in the field are general and do not assure work with a range of students.</p> <p>The focus of preparation remains general and does not attend to effective pedagogy with diverse students.</p>	<p>Curriculum experiences in the field may be quality learning experiences or may be designed to assure that candidates work with exceptional students and students from diverse ethnic, racial, gender, socio-economic, language, and religious backgrounds.</p> <p>Candidates may improve their ability to teach students from diverse backgrounds effectively but the emphasis is not always assured.</p>	<p>Curriculum experiences in the field are quality learning experiences that are intentionally designed to assure that candidates are prepared to meet the needs of exceptional students and students from diverse ethnic, racial, gender, socio-economic, language, and religious backgrounds.</p> <p>Candidates use their field experiences to improve their ability to teach students from diverse backgrounds effectively.</p>
<p><i>4.03 An Environment that Values Diversity: Colleges and universities and their educator preparation programs make issues of socio-cultural awareness, affirmation of diversity, and the preparation of culturally responsive educators central to their mission. Colleges and universities establish a campus environment that promotes and sustains a diverse community. They capitalize on the community's diversity to promote deeper understanding of issues of equity and diversity in our state, our communities, and our schools.</i></p>	<p>There is little or no evidence that socio-cultural awareness and affirmation of diversity are priorities of the institution or its programs.</p> <p>The institution or programs may have implemented some policies or activities that support socio-cultural awareness and affirmation of diversity, but these are isolated events not connected to the core missions.</p>	<p>The institution or the programs have developed policies that emphasize socio-cultural awareness and affirmation of diversity. The implementation of these policies varies in its depth.</p> <p>The institution and programs have established practices to create a diverse community on campus, but have met with limited success and the lack of success appears to be attributable to limited efforts.</p> <p>Some efforts exist to develop in candidates a deeper understanding of issues of equity and diversity.</p>	<p>The institution and the programs make socio-cultural awareness and affirmation of diversity central to their mission, both in policy and in practice.</p> <p>The institution and programs have established practices that have lead to a diverse community on campus.</p> <p>Developing candidates' deeper understanding of issues of equity and diversity is evident throughout their preparation.</p>

4. Rhode Island Educator Certification Programs and their institutions demonstrate a commitment to affirming the diversity⁸ of our state, our communities, and our public schools by preparing educators who can work effectively with students, families, community members, and colleagues from diverse backgrounds to create learning communities in which all students succeed.

STANDARD/ INDICATOR	UNACCEPTABLE	APPROACHING STANDARD	STANDARD
<p><i>4.04 Faculty: Colleges and universities and the educator preparation programs recruit, hire, support, and retain a diverse faculty. Prospective educators have the opportunity to learn from faculty members whose diverse backgrounds enable prospective educators to view their craft through a wide lens.</i></p>	<p>There is little or no diversity within the faculty. Recruitment efforts are limited to legal requirements in advertising (e.g., EEOC statements). There has been little change in the composition of the faculty in the last five years. Faculty members do not articulate a disposition to prepare educators who can work effectively in diverse schools and their own knowledge base in this area is limited or absent.</p>	<p>There is minimal diversity within the institution and program faculty. A plan for increased recruitment may exist, but the actions are limited to mechanisms that have often proved ineffective. Little or no effort has been made to find other methods for assuring that all educators have the opportunity to learn from a diverse faculty. Faculty members articulate a disposition to prepare educators who can work effectively in diverse schools, but their own knowledge bases in this area are limited.</p>	<p>The faculty at the institution and within programs is reflective of the ethnic and racial diversity of Rhode Island. The institution and the programs have developed a plan to assure that all educators have the opportunity to learn from a diverse faculty. A plan has been developed and is being implemented to recruit, hire, support, and retain a diverse faculty. Faculty members whose service and research are with diverse populations are valued as evidenced by promotion and continued support. Faculty members are knowledgeable about and committed to preparing educators who can work effectively in diverse schools.</p>
<p><i>4.05 Students: Colleges and universities and their educator preparation programs recruit, admit, support, and retain a diverse student body. The program's admission processes, curriculum, access to student services, and counseling and mentoring programs are designed to support the preparation of a more diverse educator work force. Prospective educators from diverse cultural backgrounds and with experiences that differ from the other prospective educators find their participation is elicited, valued, and affirmed throughout the preparation program.</i></p>	<p>There is little or no diversity within the student body. Recruitment efforts are limited to legal requirements in advertising (e.g., EEOC statements). There has been little change in the composition of the student body in the last five years.</p>	<p>There is minimal diversity within the institution and program student body. A plan for increased recruitment may exist, but the actions are limited to mechanisms that have often proved ineffective. Education faculty members rely on admissions staff to achieve this standard. Little or no effort has been made to find other methods for assuring that all candidates have the opportunity to learn from a diverse group of peers. Retention of candidates from traditionally disadvantaged and underrepresented groups is difficult due to a lack of support services.</p>	<p>The composition of the student body at the institution and in the programs is reflective of the ethnic and racial diversity of Rhode Island. The institution AND the program have developed and implemented a plan to assure a diverse student body. Support programs are in place to support retention of candidates from traditionally disadvantaged and underrepresented groups in the programs. Programs capitalize on the diversity of candidates within the program by valuing the different backgrounds and experiences that these students bring to the program.</p>

5. Rhode Island Educator Preparation Programs are supported by college and university structures that provide the resources necessary to ensure: a faculty which is engaged in scholarship, demonstrates exceptional expertise in its teaching fields, and is actively involved in PK-12 schools and school districts, and coherence within and across programs.

STANDARD/ INDICATOR	UNACCEPTABLE	APPROACHING STANDARD	STANDARD
<p><i>5.01 Qualified Faculty Members: The Professional education faculty is composed of individuals with exceptional expertise as teachers and scholars in their teaching fields. They exemplify the qualities of effective instruction including the proficiencies described in the Rhode Island Beginning Teacher Standards.</i></p>	<p>Many education courses are taught by faculty members who demonstrate limited academic preparation that qualifies them for the roles they assume.</p> <p>The programs conduct limited or no evaluation to determine faculty members' expertise as teachers and scholars.</p>	<p>Most education courses are taught by faculty members who are qualified for the assignment. However, several critical education courses are taught by faculty members who demonstrate limited academic preparation that qualifies them for the roles they assume.</p> <p>The programs use a comprehensive evaluation system to evaluate the teaching and scholarship of faculty members. However there is limited evidence of how they use the results of the evaluations to assure that program teaching is of high standard.</p>	<p>Education courses are taught by faculty members who demonstrate the academic preparation that qualifies them for the roles they assume.</p> <p>The programs use a comprehensive evaluation system to evaluate the teaching and scholarship of faculty members and use the results of the evaluations to assure that program teaching is of high standard.</p>
<p><i>5.02 Faculty Responsibilities and Professional Development: The professional education faculty is composed of individuals who are involved in teaching, scholarship, and service. They are involved with practice in PK-12 schools. Approved programs ensure the ongoing professional development of their faculty.</i></p>	<p>Few faculty members are actively engaged in teaching, scholarship, and service.</p> <p>Few faculty members are actively involved in the improvement of K-12 schools through work with K-12 educators in schools.</p> <p>Many faculty members provide little or no evidence of ongoing professional development.</p>	<p>The majority of the faculty members are actively engaged in teaching, scholarship, and service.</p> <p>The majority of the faculty members are actively involved in the improvement of K-12 schools through work with K-12 educators in schools.</p> <p>The programs support the ongoing professional development of faculty members and require that faculty members engage in continuous learning to assure that they remain current in their field. The majority of faculty members provide evidence of ongoing professional development.</p>	<p>Most faculty members are actively engaged in teaching, scholarship, and service.</p> <p>Most faculty members are actively involved in the improvement of K-12 schools through work with K-12 educators in schools.</p> <p>The programs support the ongoing professional development of faculty members and require that faculty members engage in continuous learning to assure that they remain current in their field. Most faculty members provide evidence of ongoing professional development.</p>

5. Rhode Island Educator Preparation Programs are supported by college and university structures that provide the resources necessary to ensure: a faculty which is engaged in scholarship, demonstrates exceptional expertise in its teaching fields, and is actively involved in PK-12 schools and school districts, and coherence within and across programs.

STANDARD/ INDICATOR	UNACCEPTABLE	APPROACHING STANDARD	STANDARD
<i>5.03 Resources: Approved programs assure access to adequate resources to support teaching and scholarship, including the necessary personnel, facilities, equipment, library, curriculum resources, educational technology, and financial resources to support quality programs.</i>	The programs are lacking critical resources necessary to meet the expectations of these standards.	The programs have most of the resources, including personnel, facilities, equipment, library, curriculum resources, educational technology, and financial resources to meet the expectations of these standards.	The programs have adequate resources, including personnel, facilities, equipment, library, curriculum resources, educational technology, and financial resources to meet the expectations of these standards.
<i>5.04 Professional Community: Approved programs support collaboration among higher education faculty, school personnel and other members of the professional community to prepare new educators and to improve the quality of education of children.</i>	There is little or no evidence that partnerships that support the preparation of educators have been developed or implemented with organizations outside the college, school or department of education.	Clearly defined partnerships that support the preparation of educators have been developed and implemented between the education faculty and schools or school districts.	Clearly defined partnerships, that support the preparation of educators have been developed and implemented within the institution, with the professional community, and with schools and school districts.
<i>5.05 Coherence Within and Across Programs: Approved programs ensure that coherence exists between the Rhode Island Beginning Teacher Standards and student outcomes, courses, field experiences, instruction, and assessment, both within and across programs.</i>	Most programs exist as distinct entities with little or no consistency across programs.	The institution has established some common elements across most programs. However there are some significant differences that suggest that there have been limited attempts to develop and establish a common structure to provide coherence across programs.	The institution has established a common structure across programs to demonstrate a coherent approach to educator preparation. Exceptions to the common elements across programs are readily attributable to different requirements in certification level, delivery model, or other different program demands.

6. Rhode Island Educator Preparation Programs engage in a process of regular evaluation to ensure program improvement.

STANDARD/ INDICATOR	UNACCEPTABLE	APPROACHING STANDARD	STANDARD
<p><i>6.01 Commitment to High Quality and Improvement: Approved programs engage in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and use these findings to improve the preparation of prospective educators through the modification of the program.</i></p>	<p>Programs provide little or no evidence of maintaining a process of ongoing program evaluation with a focus on continuous program improvement.</p> <p>There is little or no evidence of ongoing collection of data from candidates, faculty or graduates.</p> <p>There is little or no evidence that faculty and other stakeholders meet to interpret the data and to identify areas for change.</p> <p>There is little or no evidence that program changes are made based upon the ongoing evaluation process.</p> <p>Programs provide little or no evidence of demonstrated commitment to meeting the program approval standards and have made limited efforts to maintain program quality and to address some of the areas not on standard between program approval visits.</p>	<p>Programs maintain a process of ongoing program evaluation with a focus on continuous program improvement.</p> <p>There is evidence of ongoing collection of data from candidates and faculty on several of the program approval standards.</p> <p>There is evidence that faculty and other stakeholders meet to interpret the data and to identify areas for change. However the analysis of the data may be minimal. OR There is limited evidence that program changes are made based upon the ongoing evaluation process.</p> <p>Programs provide evidence of some demonstrated commitment to meeting the program approval standards and have made some efforts to maintain program quality and to address some of the areas not on standard between program approval visits.</p>	<p>Programs maintain a process of ongoing program evaluation with a focus on continuous program improvement.</p> <p>There is evidence of ongoing collection of data from candidates, faculty, and graduates on all program approval standards.</p> <p>There is evidence that faculty and other stakeholders meet to interpret the data and to identify areas for change.</p> <p>There is evidence that program changes are made based upon the ongoing evaluation process.</p> <p>Programs demonstrate an ongoing commitment to meeting the program approval standards and have made significant progress to maintain program quality and to address areas not on standard between program approval visits.</p>

Appendix D: RIBTS

Rhode Island Teacher Standards

1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.

reflect a variety of academic, social, and cultural experiences in their teaching. (1.1)

use a broad knowledge base to create interdisciplinary learning experiences. (1.2)

exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students. (1.3)

2. Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.

know their discipline and understand how knowledge in their discipline is created, organized, and linked to other disciplines. (2.1)

design instruction that addresses the core skills, concepts, and ideas of the disciplines to help students meet the Rhode Island Common Core of Student Learning goals. (2.2)

select instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts. (2.3)

incorporate appropriate technological resources to support student exploration of the disciplines. (2.4)

use a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help students develop conceptual understanding. (2.5)

represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts. (2.6)

generate multiple paths to knowledge and encourage students to see, question, and interpret concepts from a variety of perspectives (2.7)

3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning.(3.1)

design instruction that meets the current cognitive, social, and personal needs of their students.(3.2)

create lessons and activities that meet the variety of developmental levels of students within a class.(3.3)

4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. (4.1)

use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. (4.2)

seek information about the impact of students= specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students. (4.3)

make appropriate accommodations (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have identified learning differences or needs in an Individualized Educational Plan (IEP). (4.4)

5. Teachers create instructional opportunities to encourage students= development of critical thinking, problem solving, and performance skills.

design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills. (5.1)

pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. (5.2)

make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem. (5.3)

engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence. (5.4)

use tasks that engage students in exploration, discovery, and hands-on activities. (5.5)

6. Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. (6.1)

establish a safe and secure learning environment. (6.2)

organize and allocate the resources of materials and physical space to support active engagement of students. (6.3)

provide and structure the time necessary to explore important concepts and ideas. (6.4)

help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. (6.5)

create learning groups in which students learn to work collaboratively and independently. (6.6)

communicate clear expectations for achievement that allow students to take responsibility for their own learning (6.7)

<p>7. Teachers foster collaborative relationships with colleagues and families to support students= learning.</p> <p>work collaboratively with their colleagues (e.g., other grade-level, content, special education, ESL teachers, teacher assistants) to create a learning community that benefits all students. (7.1)</p> <p>develop relationships with parents/guardians to support learning. (7.2)</p> <p>understand the role of community agencies in supporting schools. (7.3)</p> <p>understand state, district and school initiatives (e.g., School Accountability for Learning and Teaching (SALT), Statewide Performances Assessments) to effect educational improvement. (7.4)</p>	<p>8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.</p> <p>use a variety of communication strategies (e.g., restating ideas, questioning, offering, counter examples) to engage students in learning (8.1)</p> <p>use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. (8.2)</p> <p>use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom (8.3)</p> <p>emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction. (8.4)</p>	<p>9. Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.</p> <p>gather information about their students (e.g., experiences, interests, learning styles, and prior knowledge) from parents/guardians, colleagues, and the students themselves. (9.1)</p> <p>use a variety of assessment strategies and instruments (e.g., observation, portfolio, teacher made tests, self-assessments) that are aligned with instructional content and methodology. (9.2)</p> <p>encourage students to evaluate their own work and use the results of this self-assessment to establish individual goals for learning. (9.3)</p> <p>maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues. (9.4)</p> <p>use information from their assessment of students to reflect on their own teaching and to modify their instruction. (9.5)</p>
<p>10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.</p> <p>solicit feedback from students, families, and colleagues to evaluate their own teaching. (10.1)</p> <p>read ideas presented in professional publications and discuss current issues in education. (10.2)</p> <p>explore new instructional approaches and strategies, including technological, in the classroom. (10.3)</p> <p>take responsibility for their own professional growth by participating in workshops, courses, or other educational activities that support their plans for continued development as teachers. (10.4)</p>	<p>11. Teachers maintain professional standards guided by legal and ethical principles.</p> <p>maintain standards that require them to act in the best interests and needs of students. (11.1)</p> <p>follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families. (11.2)</p> <p>follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students= and teachers= rights and students= and teachers= responsibilities. (11.3)</p> <p>interact with students, colleagues, parents, and others in a professional manner that is fair and equitable. (11.4)</p> <p>are guided by codes of professional conduct adopted by their professional organizations (11.5)</p>	

Appendix E: Length of Approval Guidance Chart

Length of Approval Guidance Chart

The goal of creating new approval cycle policy is to align program timelines in order to maximize the resources and capabilities to implement program improvements.

Number of years (team determination)	Options using standards ratings
5	<ul style="list-style-type: none"> • All standards rated “On Standard” OR the team MAY assign five (5) years for the following scenarios: <ul style="list-style-type: none"> • A combination of standards rated “On Standard” or “Approaching Standard” <ul style="list-style-type: none"> ○ Action plans and interim visits are options for programs in which all standards are not met ○ Any standard rated “Unacceptable”- 5 years is not an option ○ All standards rated “Approaching Standard”- 5 years is not an option
4	<ul style="list-style-type: none"> • A combination of standards rated “On Standard”, “Approaching Standard”, or “Unacceptable” • Action plans and interim visits are options for programs in which all standards are not met • Considerations: demonstrates continuous improvement; substantial progress is being made towards meeting the RIPA Standards; necessary leadership and sufficient resources are available to continue the current progress; and additional time will help meet improvement targets
3	<ul style="list-style-type: none"> • A combination of standards rated “On Standard”, “Approaching Standard”, or “Unacceptable” • Action plans and interim visits are options for programs in which all standards are not met • Considerations: continuous improvement may not be evident; limited, if any, progress is being made towards meeting the RIPA Standards; necessary leadership and sufficient resources may not be available to support the improvement process; and a shorter approval timeline may be necessary to monitor progress towards meeting improvement targets
2	Low Performing* Title II of the Higher Education Act requires each state to establish a definition for low performing. A RI program will be designated low performing if the Commissioner of Elementary & Secondary Education has granted a two-year conditional approval.
0	Program closed

* Programs determined to be Low Performing receive a two (2) year approval and will undergo a full review regardless of the overall timeline for other programs. At the return visit low performing programs can be closed or will be realigned with the other programs.

Appendix F: Action Plan Template

INDICATOR	RATING	RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT INTERIM VISIT