



Overview

Our goal is to have excellent teachers and leaders in every school in Rhode Island and Credential Review Consortium Institutions (CRCI) provide an additional pathway to meet this goal. The Credential Review Pathway (CRP) allows individuals who demonstrate academic excellence and/or have extensive experience working in PK-12 academic setting to demonstrate their proficiency in the pedagogical and content competencies within a certification area with the end goal of becoming certified in Rhode Island. This pathway to certification provides credential review candidates an opportunity to complete a program of study within a participating organization of the CRCI in order to meet certification requirements.

The Consortium

The Credential Review Consortium (CRC) consists of four members that include: the Center for Leadership and Educational Equity (Principal Residency Network), Providence College, Rhode Island College, and the University of Rhode Island. Each member of the Credential Review Consortium has agreed to follow Credential Review Consortium protocols and practices and has an established list of CRP certificate area programs. Additionally, the CRP is available only through members of the Credential Review Consortium and within established approved certification areas.

The Pathway

Individuals must meet the prerequisites (listed on page 2) in order to begin the CRP. After entering the CRP, candidates will work with a CRCI to complete a program of study aligned to the Rhode Island certification requirements. The goal of the Rhode Island Credential Review Pathway is to facilitate access to Rhode Island Certification through a differentiated program of study. Individuals who complete the RI Credential Review Pathway, are eligible for Rhode Island certification within the certificate area. RI Credential Review Pathway Completers are not seen as RI Program Completers.

The following steps describe the CRCI Credential Review Pathway:

1. Candidate meets prerequisites
2. Candidate applies to a CRCI
3. CRCI assesses candidate readiness at entrance and outlines a program of study
4. Candidate engages in program of study
5. CRCI assesses candidate progress throughout the program of study
6. Candidate completes program of study
7. CRCI assesses candidate at the completion of the program of study to determine readiness for licensure
8. CRCI confirms readiness for Rhode Island certification
9. Candidate applies to Rhode Island Department of Education for certification

The Program of Study & Assessments

CRCI members are responsible for assessing candidate readiness at entrance and defining a program of study aligned to Rhode Island certification requirements. Candidates are responsible for providing information regarding their past experience as it relates to appropriate standards. CRCI members and candidates discuss the candidate's course of study. CRCI members are responsible for assessing candidate progress in a way that aligns with their approved preparation programs. All candidates are held to certification assessment requirements and any other specific requirements for the certificate area sought.

Rhode Island Accountability and Expectations

The Rhode Island Department of Education expects each CRCI to assume responsibility for appropriate implementation of CRCI protocols and processes. RIDE will monitor the implementation of the Credential Review Pathway by conducting training sessions with appropriate Consortium staff, auditing Credential Review Pathway completion certification application materials, and convening an annual process reflection session.

The Pathway

Credential Review Consortium Institutions agree to follow the protocol detailed below. The steps below describe the Rhode Island Credential Review Pathway for both the candidate and the consortium member staff.

1. Candidate meets prerequisites

All applicants within the credential review pathway must meet the applicable two following prerequisite requirements:

- Bachelor's Degree (Teacher Certificate Areas only) OR Master's Degree (Support Professional/Administrator Certificate Areas only)
- Minimum GPA of 3.0

For certification areas that require a Master's Degree, the CRCI may admit candidates who are currently enrolled in a master's program with the understanding that conferral of the Master's Degree will be needed for certification. In addition, a CRCI may offer a waiver to the GPA prerequisite for applicants with a GPA between 2.75 and 3.0. Potential waiver policy options for CRCIs are found in Appendix B

2. Candidate applies to a CRCI by completing the Entrance/Exit Assessment Document

Credential Review candidates will apply through one of the CRCI by completing the Entrance/Exit Assessment Document. The Entrance/Exit Assessment Document serves as an application and candidate tracking document. It provides space for:

- candidates to share application information (including lists of evidence)
- consortium member staff to assess and provide thoughts on candidate's program of study
- certification staff to review relevant information regarding Rhode Island certification processing

Complete applications for the CRP include:

- appropriate application fees, \$150 per certificate area
- completed Entrance/Exit Assessment Document,
- evidence described within (the Entrance/Exit Assessment).

Candidates should submit evidence using the Entrance/Exit Assessment Document as a guide. All evidence submitted must align to relevant competencies and standards for content and pedagogy as found in Appendix B. Candidates should keep in mind their evidence will be reviewed with the following question in mind *"Has the candidate demonstrated sufficient level of competency?"*. Candidates must present evidence demonstrating how they have met each of the professional competencies contained in the RIPTS (teachers) or RISEL Standards (administrators). Additionally, CRCI may opt to have candidates complete content certification assessment prior to outlining a program of study. Applications for submission may be conducted electronically at some CRCI. Contact individual CRCI for application and payment information.

3. CRCI assesses candidate readiness at entrance and prescribes a program of study/demonstration

CRCIs will conduct an entrance assessment using the applicant's Entrance/Exit Assessment Document (including evidence), and record their assessment on the CRP Entrance/Exit Assessment Document. The assessment is based on the appropriate set of standards found in Appendix C (and including RIPTS and RISEL).

CRCI reviewers analyze the evidence provided for each competency to determine if the candidate met or did not meet the specific competency. The decision regarding whether the credential review candidate has met or did

not meet each competency is made by reviewing the pieces of evidence and accompanying narrative in relation to the standards with the key question of “*Has the candidate demonstrated a sufficient level of competency?*”.

Additionally, Consortium members agree to:

- Consider demonstration of proficiency in ways other than coursework. Experiences other than coursework may be considered when assessing candidates.
- Assure appropriate currency of coursework and/or experience. Timing of degree conferral or course completion remains at the discretion of the CRCI. If a CRCI questions the currency of a degree or course, the institution may proceed in a way that further clarifies content currency or requires candidate complete coursework.
- Honor the same level of course completion and conferral of degrees. CRCI members will accept credits for courses from a regionally accredited school with a “C” or above and/or a “Pass” within a Pass/Fail system. Foreign credentials will also be accepted and will follow current RIDE policies for foreign credentials.

Following the entrance assessment, the CRCI will provide the candidate with a differentiated program of study/demonstration outlining key learning opportunities the individual must engage in to complete all requirements for certification; The program of study may include coursework as well as field experiences designed to meet the needs of the candidate and certification requirements.

4. Candidate engages in program of study

Candidate acts on program of study prescribed by CRCI.

5. CRCI assesses candidate progress throughout the course of study

Throughout the CRP, candidates work on his/her program of study while the CRCI provides ongoing assessment to support candidate’s understanding of progress made on individual competencies. These assessments will be determined by approved programs’ current assessment system including admission and exit.

6. Candidate completes program of study

Candidate follows through with prescribed course of study.

7. CRCI assesses candidate at the completion of the course of study to determine readiness for licensure

Upon completion of all requirements outlined in the program of study, the CRCI will assess the credential review candidate using the CRP Entrance/Exit Assessment Document. Reviewers will analyze the candidate’s proficiency on each competency and make a final recommendation for licensure. The CRP Entrance/Exit Assessment Document will provide evidence of how the individual met each competency.

8. CRCI confirms readiness for Rhode Island certification

The CRCI will provide the CRP Entrance/Exit Assessment Document to the applicant to present to RIDE for the purpose of certification. This entrance/exit assessment form can serve as “evidence” of completion of the CRCI program of study. In addition, the applicant will need to provide all required items for certification applications. These can be found at <http://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx>.

9. Candidate applies to Rhode Island Department of Education for certification

CRP Completers may apply for Rhode Island certification by submitting a RIDE Certification application along with their completed CRP Entrance/Exit Assessment Document. In addition, the application must include their official transcripts to confirm completion of a bachelor’s or masters, copy of ETS scores meeting cut score for specified certificate area, and appropriate fee.

Appendix A: Credential Review Acronym Glossary

- Credential Review Consortium (CRC)
- Credential Review Consortium Institutions (CRCI)
- Credential Review Pathway (CRP)

Appendix B: Credential Review Consortium Institution Prerequisite Waiver Options

One of the following must be completed:

- Minimum GPA of 2.75 upon completion of three graduate-level courses for a minimum of 9 credits in the prerequisite courses within the requirements (ex. adolescent development) beyond the bachelor's degree.
- Core Academic Skills for Educators exam scores of 150 Math, 156 Reading, 162 Writing, and 468 total, with no subject test score more than three points below passing.
- SAT scores of 530 Verbal, 530 Math, and 1150 composite.
- ACT scores of 24 Reading and 20 Math.
- GRE scores of 1100 composite (800 scale test) with no less than 465 verbal and 584 quantitative.
- GRE scores of 300 composite (170 scale test) with no less than 151 verbal and 147 quantitative.

Appendix C: Content Standards

CERTIFICATE AREA	CONTENT COMPETENCY STANDARDS ASSOCIATION
Early Childhood Education Teacher	National Association for the Education of Young Children http://www.naeyc.org/store/advancing-the-early-childhood-profession
Early Childhood Special Education	Council for Exceptional Children http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets
Early Childhood BDL & ESL	Teachers of English to Speakers of Other Languages http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=2
Elementary Education Teacher	Association for Childhood Education International http://acei.org/images/stories/documents/ACEIElementaryStandardsSupportingExplanation.5.07.pdf AND Content-Specific Standards NCTE: http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_111212.pdf NCTM: http://www.nctm.org/standards/content.aspx?id=2978 NSTA: http://www.nsta.org/preservice/ NCSS: http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf
Elementary Special Education Teacher	Council for Exceptional Children http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets
Elementary BDL & ESL	Teachers of English to Speakers of Other Languages http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=2
Middle Grades English	National Council of Teachers of English http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_111212.pdf AND Middle Level Education http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx
Middle Grades Math	National Council for Teachers of Mathematics http://www.nctm.org/standards/content.aspx?id=2978 AND Middle Level Education http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx
Middle Grades Science	National Science Teachers Association http://www.nsta.org/preservice/ AND Middle Level Education http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx
Middle Grades Social Studies	National Council for the Social Studies http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf AND Middle Level Education

CERTIFICATE AREA	CONTENT COMPETENCY STANDARDS ASSOCIATION
	http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx
Middle Grades Special Education Teacher	Council for Exceptional Children http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets AND Middle Level Education http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx
Middle Grades BDL & ESL	Teachers of English to Speakers of Other Languages http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=2 AND Middle Level Education http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx
Secondary Grades Agriculture	American Association for Agricultural Education http://aaaeonline.org/files/ncatestds.pdf
Secondary Grades Biology	National Science Teachers Association http://www.nsta.org/preservice/
Secondary Grades CTE	Appropriate Association for the specific career and technical area, when available
Secondary Grades Chemistry	National Science Teachers Association http://www.nsta.org/preservice/
Secondary Grades English	National Council of Teachers of English http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_111212.pdf
Secondary Grades General Science Teacher	National Science Teachers Association http://www.nsta.org/preservice/
Secondary Grades Math Teacher	National Council for Teachers of Mathematics http://www.nctm.org/standards/content.aspx?id=2978
Secondary Grades Physics Teacher	National Science Teachers Association http://www.nsta.org/preservice/
Secondary Grades Social Studies Teacher	National Council for the Social Studies http://www.socialstudies.org/standards
Secondary Grades Special Education Teacher	Council for Exceptional Children http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets
Secondary Grades BDL & ESL	Teachers of English to Speakers of Other Languages http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=2
All Grades Adapted Physical Education Teacher	National Association for Sport and Physical Education http://www.apens.org/
All Grades Art Teacher	National Art Education Association http://www.arteducators.org/store/9_TEACHER_STANDARDS_WEB_B_.pdf
All Grades Dance Teacher	National Dance Association http://www.nationaldanceteachers.org/
All Grades Family and Consumer Science Teacher	American Association of Family and Consumer Sciences http://www.aafcs.org/
All Grades Health Teacher	American Association for Health Education http://www.shapeamerica.org/accreditation/upload/ncate-2008-standards.pdf
All Grades Library Media Teacher	American Library Association http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf
All Grades Music Teacher	National Association for Music Education
All Grades Physical Education Teacher	National Association for Sport and Physical Education http://www.shapeamerica.org/accreditation/upload/2008-National-Initial-Physical-Education-Teacher-Education-Standards-Edited-1-5-12.pdf
All Grades School Nurse Teacher	American Nurses Association http://m.nursesbooks.com/Main-Menu/Standards/O--Z/School-Nursing-Scope-and-Standards-of-Practice.aspx
All Grades Technology Education Teacher	International Technology and Engineering Educators Association http://www.iteea.org/TAA/PDFs/AETL.pdf
All Grades Theatre Teacher	Educational Theatre Association http://schooltheatre.org/home
All Grades World Language	American Council for the Teaching of Foreign Languages http://www.actfl.org/professional-development/actfl-caep

CERTIFICATE AREA	CONTENT COMPETENCY STANDARDS ASSOCIATION
All Grades Special Education – Deaf and Hard of Hearing Teacher	Council for Exceptional Children http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets
All Grades Special Education – Visually Impaired Teacher	Council for Exceptional Children http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets
All Grades Special Education – Severe Intellectual Disability Teacher	Council for Exceptional Children http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets
All Grades BDL & ESL	Teachers of English to Speakers of Other Languages http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=2
Building Level Administrator	Interstate School Leaders Licensure Consortium Standards http://www.nassp.org/portals/0/content/55089.pdf
District Level Administrator – Curriculum, Instruction, and Assessment	Interstate School Leaders Licensure Consortium Standards http://www.nassp.org/portals/0/content/55089.pdf
District Level Administrator – Special Education	Interstate School Leaders Licensure Consortium Standards http://www.nassp.org/portals/0/content/55089.pdf AND Council for Exceptional Children http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets
School Business Administrator	Association of School Business Officials International http://asbointl.org/asbo/media/documents/Resources/ASBO_Professional_Standards.pdf
Superintendent of Schools	Interstate School Leaders Licensure Consortium Standards http://www.nassp.org/portals/0/content/55089.pdf
Instructional Leader	Teacher Leadership Exploratory Consortium http://www.teacherleaderstandards.org/standards_overview
School Counselor	Council for the Accreditation of Counseling and Related Educational Programs http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf
School Psychologist	National Association of School Psychologists http://www.nasponline.org/standards/2010standards/2_Credentialing_Standards.pdf
School Social Worker	National Association of Social Workers http://www.naswdc.org/practice/standards/naswschoolsocialworkstandards.pdf
Speech and Language Pathologist	American Speech-Language-Hearing Association http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/
ESL Specialist/Consultant	Teachers of English to Speakers of Other Languages http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=2
Math Specialist/ Consultant	Association of Mathematics Teacher Educators for an Elementary Specialist http://amte.net/sites/all/themes/amte/resources/EMS_Standards_AMTE2013.pdf AND NCTM: http://www.nctm.org/standards/content.aspx?id=2978
Reading Specialist/ Consultant	International Reading Association http://www.reading.org/general/CurrentResearch/Standards/ProfessionalStandards2010.aspx

Appendix D: Possible Evidence

TEACHER APPLICANTS	ADMINISTRATOR APPLICANTS
<ul style="list-style-type: none"> Coursework Pedagogical Exams Content Exams Evaluations from former PK-12 school/district supervisor Ratings from previous supervised field experiences Sample lesson plans and curriculum documents Sample data driven instruction documents Professional Development plans Student Learning Objectives Letters of recommendation Video of instruction in standard 	<ul style="list-style-type: none"> Coursework Pedagogical Exams Content Exams Evaluations from former PK-12 school/district supervisor Ratings from previous supervised field experiences Sample lesson plans and curriculum documents Sample data driven instruction documents Professional Development plans Student Learning Objectives Letters of recommendation Video of facilitation/leadership in standard (example: Leading Cycles)

<ul style="list-style-type: none">• Recognitions	<p>of Inquiry)</p> <ul style="list-style-type: none">• Recognitions• Previous positions (work at state level or district level)• Budgets and documents demonstrating planning for budget and bringing in community resources• School Improvement Plans• PD Plans/Schedule
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