Rhode Island College
Feinstein School of Education and Human Development

Program Approval Plan

Submitted to

Rhode Island Department of Elementary and Secondary Education (RIDE)

December 2005

In response to RIDE's January 2005 request that RIC develop a plan to address all indicators reported as "unacceptable" or "approaching standards" and submit that plan by January 1, 2006, the FSEHD respectfully submits this plan and progress report on meeting the goals of the plan.

This plan includes the following programs and endorsement which had indicators reported as "unacceptable" or "approaching standard":

- Art Education
- Early Childhood Education
- Elementary Education
- Health Education
- Music Education
- Physical Education
- Secondary Education – English
- Secondary Education – Modern Language
- Secondary Education- Mathematics

- Secondary Education – Science
- Secondary Education – Social Studies/History
- Special Education – Elementary/Middle
- Special Education – Middle/Secondary
- Special Education – Severe and Profound
- Teaching English as a Second Language
- Technology Education
- Reading Specialist
- School Counselor

The Career and Technical Education program has been eliminated. The Educational Leadership program is undergoing complete redesign and will submit a new program proposal to RIDE in early 2006.

INDICATOR	RATING	RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
1.01 *Continuous Assessment.* Prospective educators are assessed through an ongoing process that begins with admission into a program and continues through the recommendation for licensure.	A	• Work to assure that the assessment system develops in ways that are consistent with both NEASC and RIDE expectations [for achievement of learning outcomes]. • Review design of candidate assessment system; continue to work towards making necessary changes in all programs to assure that common elements of the assessment system are implemented in a valid way that leads to consistent decisions about candidate progress.	• An Assessment Work Group will be formed to review and revise the design of the initial programs candidate assessment system with a focus on outcomes expected of prospective teachers at each phase in their programs- admission, retention, pre-student teaching, and exit. • The common outcomes—ability to achieve the RIBTS at an appropriate level of performance will be reflected on common unit rubrics and elaborated by each program so that expectations for performance match program-specific goals. • These assessment system revisions will be approved by the DLC and Dean and take effect for students entering RIC in fall 2005. • The assessment system will be submitted to the College's assessment coordinator and will be approved and disseminated as a College model for meeting NEASC requirements. • Building on the unit system, which provides a required set of assessments, some programs will make changes to their specialized assessment systems which include program-specific additions to the new FSEHD required elements, but also reflect a streamlining of past program assessments to focus on identified outcomes that are necessary at each stage of the program without redundancy or over-assessment of certain outcomes. • Funding will be secured to carry out program plans to engage practitioners more fully in decision-making regarding candidates' progress. Practitioners will be involved in training to assess validly and will assess candidate work along with faculty members to assure reliability (consistent decisions).	Spring 2005 through fall 2006.	• New initial programs candidate assessment system flowcharts • Common unit rubribs • Revised portfolio directions and rubrics • Sample portfolios • Documentation of practitioner involvement in assessment including program-specific training to assess validly and reliably

			PROGRAM EXAMPLES: *ART EDUCATION:* • Form Art Education Advisory Committee of faculty, adjunct College supervisors, candidates and alumni, PK-12 art teachers who serve as practicum and cooperating teachers, and other art education professionals from the RI community to review and make recommendations regarding the AE Program-specific assessment of expected outcomes at each phase: admission, retention, pre-student teaching, and exit. • Adopt unit candidate assessment system. • Revise additional assessment requirements and instruments based on an analysis of assessment data and AE Advisory Committee recommendations • Help AE candidates to better understand the purpose and function of candidate assessment. • Develop and implement new strategies for making consistent decisions about candidate progress in meeting unit and AE Program candidate assessment requirements, including holding training sessions for practitioners, adjunct College Supervisors, & RI community AE evaluators to learn to assess candidate portfolios along with AE faculty in consistent manner. • Seek support from unit -- in the form of AE faculty load credit & AE practitioner stipends &/or substitute teacher coverage -- to review and revise AE assessment system, train AE evaluators, and make assessments of AE candidates' portfolios.	Fall 2005 through fall 2006.	• List of Art Education Advisory Committee Members • Report of recommendations for revisions in AE Program candidate assessment system from AE Advisory Committee • Revised AE Program candidate assessment system --requirements, instruments, procedures, & policies -- based on unit assessment requirements, analysis of assessment data, & AE Advisory Committee recommendations • Sample portfolios. • Advisement materials provided to AE candidates regarding purpose and function of assessment system • Documentation of training of evaluators of AE candidate portfolios and guidance provided for making AE assessments in consistent manner • Record of support received from unit for AE candidate assessment
			EARLY CHILDHOOD: • Build on the revised unit assessment system to streamline the focus on learning outcomes at all checkpoints. • Faculty and practitioner training to ensure validity and reliability in assessments.	Fall 2005 through fall 2006.	• Revised ECED portfolio directions and rubrics • Sample portfolios • Records of faculty and practitioner training to ensure validity and reliability in assessment

			ELEMENTARY EDUCATION: • Streamline the focus on learning outcomes at all checkpoints, build on the revised unit assessment system. • Faculty and practitioner training to ensure validity and reliability in assessment.	Fall 2005 through fall 2006.	• Revised portfolio directions and rubrics • Sample portfolios • Documentation of practitioner involvement in assessment • Records of faculty and practitioner training to ensure validity and reliability in assessment
			HEALTH EDUCATION: • Building on the unit assessment system, the Health Education program will revise specialized assessment pieces. This revision will include comment and feedback from P-12 practitioners.	Spring 2005 through spring 2006.	• Directions for completion of revised portfolio • Documentation of feedback from practitioners
			MUSIC: • The sight-singing and keyboard proficiency tests will be reviewed by the Professional Admissions Committee, with the aim of reassessing the skills to be demonstrated.	Fall 2005	• Revised expectations of skill levels
			PHYSICAL EDUCATION: • Building on the unit assessment system, the Physical Education program will revise specialized assessment pieces. This revision will include comment and feedback from P-12 practitioners.	Spring 2005 through spring 2006.	• Directions for completion of revised portfolio • Documentation of feedback from practitioners
			SECONDARY EDUCATION: • Faculty, teacher candidates, cooperating teachers, and interested professionals will review and make recommendations to assist in the revision and the design of the Secondary Education program's candidate assessment system with a focus on outcomes expected of prospective teachers at each phase in their programs- admission, retention, pre-student teaching, and exit. • The Secondary Education program will develop common outcomes aligned with the unit's system— ability to achieve the RIBTS at an appropriate level of performance will be reflected in program rubrics.	Fall 2005 through fall 2006.	• Revised SED Program candidate assessment system flowcharts • Examples of evaluation of candidates' readiness to move through professional development gateways: 1. Admission to SED and Feinstein School; 2.Meet program specific requirements (Advising Sheets) and revised Catalog

			• The assessment system for candidate progress will be periodically evaluated by the Department Advisory Committee (DAC) and the newly formed Secondary Education Advisory Committee to ensure that required learning outcomes are achieved. • Teacher Candidates will be made aware of achievement of program benchmarks through consistent and timely advising.		entries; 3. Readiness to Student Teach (Preparing to Teach portfolio); 4. Completion of Professional Sequence (Student Teaching Evaluations and Exit portfolio). • Revised Preparing to Teach and Exit Portfolio directions and rubrics • Sample portfolios • Documentation of cooperating teacher involvement in assessment including workshop training to assess validly and reliably
			SPECIAL EDUCATION: • Three M.Ed. Programs (Behavior Disorders, Learning Disabilities and Secondary Special Education) will be revised into two M.Ed. Programs, one resulting in special education certification and the other for advanced study in special education. As the programs are revised, standards-based performance assessment systems that address RIPA and CEC/NCATE accreditations will be developed.	Spring 2006	• A standards-based performance assessment system that addresses RIPA and CEC/NCATE accreditation requirements

			TESL:
			• The TESL Advisory Committee will review and revise the design of the program candidate assessment system. Building on the unit assessment system, the advisory group will propose changes which assess candidates at four decision gates in the program, and reflect a streamlining of past program assessments.
			• Implement common outcomes – ability to achieve the RIBTS (and TESOL standards) at an appropriate level of performance will be reflected in program rubrics.
				Fall 2005 through spring 2006.	• List of members of TESL Advisory Committee and meeting minutes
					• TESL program-specific candidate assessment system flowchart
					• Assessments and rubrics for the four decision gates of the TESL program:
					   - Admission
					   - Program Retention
					   - Readiness to Student Teach
					   - Program Exit and Readiness for Licensure
					• Sample portfolios

			TECHNOLOGY EDUCATION: • Faculty, teacher candidates, cooperating teachers, and interested professionals will review and make recommendations to assist in the revision and design of the Technology Education Program's candidate assessment system with a focus on outcomes expected of prospective teachers at each phase in the program admission, retention, pre-student teaching, and exit. • The program will develop common outcomes aligned with the unit's system—ability to achieve the RIBTS at an appropriate level of performance will be reflected in program rubrics. • The assessment system for candidate progress will be periodically evaluated by the Technology Education Advisory Committee to ensure that required learning outcomes are achieved. • Teacher candidates will be made aware of achievement of program benchmarks through consistent and timely advising.	Fall 2005 through fall 2006.	• Revised Tech Ed candidate assessment system flowchart • Examples of evaluation of candidates' readiness to move through assessment gates: 1. Admission to program and FSEHD; 2. Meeting program specific requirements (Advising Sheets); 3. Readiness to Student Teach (Preparing to Teach portfolio); 4.Completion of Professional Sequence (Student Teaching Evaluations and Exit Portfolio • Revised Preparing to Teach and Exit Portfolio directions and rubrics • Sample portfolios • Documentation of cooperating teacher involvement in assessment including workshop training to assess validly and reliably
1.03 *Advisement, Feedback, and Counseling Throughout the Program.* Prospective educators' progress towards meeting the standards is monitored and they receive academic and professional advisement from admission through completion of their educational programs.	A	• Strengthen the link between the standards and the assessment of candidate performance. Candidates need to understand that their progress through the program is based upon their performance at each of the three decision points; failure to achieve a specified performance level will preclude progress towards the next level of preparation.	• Outcomes of Assessment Work Group, cited in 1.01, will include carefully linking key assessments to appropriate standards, and development of four-point rubrics to more clearly and decisively discriminate between candidate performance that meets or does not meet the standard. • Revised unit and program portfolio descriptions will explain that progress through the program depends upon achievement of an acceptable level of	Spring 2005 through fall 2006.	• New initial programs candidate assessment system flowcharts • Revised portfolio directions and rubrics • Sample portfolios • Data on student progress at each gate

			performance at each gate. • The unit will also add a retention gate and clearer, higher stakes for continuation at each gate. • These changes will be more clearly communicated to students, prior to admission and throughout the program, so that they distinguish between completing a portfolio and completing an acceptable portfolio that demonstrates achievement of the standards. **PROGRAM EXAMPLES:** *ART EDUCATION:* • Review connections between AE course assignments and RIBTS and between AE candidate assessments and RIBTS; clarify these connections to improve candidate understanding of these links. • Develop and hold AE candidate advising sessions – 2 group sessions & several sessions for individual student advisement -- each semester to guide candidates through unit assessment system and program-specific assessments and to make clearer to candidates the specified performance level required to progress at 3 decision points. • Develop and implement AE student tracking system for monitoring candidates' performance through assessment system.	Fall 2005 through spring 2006.	• Evidence of connection of AE course assignments to RIBTS in AE course charts, syllabi, course assignment directions, and assessment instruments • AE advising materials provided to candidates and advising records. • AE tracking system records
			EARLY CHILDHOOD: • Review course charts and curriculum maps and determine where specific standards will be emphasized and assessed. • Refine advisement materials to clearly indicate assessment checkpoints. • Review assessment materials with faculty. • Retention committee will continue to monitor and make decision about candidates' progress. • Candidates considering program admission will be referred to elementary education faculty who are also OASIS advising staff.	Summer 2005 through fall 2006.	• Revised course charts and curriculum maps • Copies of refined advisement materials • Information about retention committee decisions, including aggregated data • Aggregated data on OASIS early advisement
			ELEMENTARY EDUCATION: • Review course charts and curriculum maps and determine where specific standards will be emphasized and assessed in the program.	Summer 2005 through fall 2006.	• Revised course charts and curriculum maps • Copies of refined

		• Refine advisement materials to clearly indicate assessment checkpoints. • Review assessment materials with faculty. • Retention committee will continue to monitor and make decision about candidates' progress based on performance. • Candidates considering program admission will be referred to elementary education faculty who are also OASIS advising staff.		advisement materials • Provide information about retention committee decisions, including aggregated data • Data on OASIS early advisement will be aggregated
		HEALTH EDUCATION: • Hold meetings for candidates not yet admitted to the FSEHD to discuss and demonstrate the link between standards and assessment. • Hold workshops for candidates completing the Preparing to Teach portfolio.	Ongoing	• Meeting notices and documentation of candidates attending meetings
		PHYSICAL EDUCATION: • Hold meetings for candidates not yet admitted to the FSEHD to discuss and demonstrate the link between standards and assessment. • Hold workshops for candidates completing the Preparing to Teach portfolio.	Ongoing	• Meeting notices and documentation of candidates attending meetings
		SECONDARY EDUCATION: • Use unit assessment system to evaluate candidate progress, link key assessments to appropriate standards, and develop four-point rubrics to more clearly and decisively discriminate between candidate performance that meets or does not meet the standard. • Revise portfolio descriptions to explain that progress through the program depends upon achievement of an acceptable level of performance at each gate. • Add retention gate requirements and clearer, higher stakes benchmarks for continuation at each gate.	Fall 2005 through fall 2006.	• Artifacts that indicate greater emphasis on standards achieved and skills mastered • Revised SED Advising Forms – emphasis on data collection and reporting • SED teacher candidate assessment flow chart • Revised rubrics for portfolios
		SPECIAL EDUCATION: • While enrolled in SPED 300, each candidate pursuing a special education teaching concentration will be assigned a special education faculty advisor. The		

			advisor will assist candidates in program choice, course selection, portfolio development, and will evaluate candidate portfolios. Each faculty advisor will have access to information on candidates through PeopleSoft. Each candidate will be encouraged to schedule an appointment with the advisor as the Admission Portfolio, the Preparing to Student Teach Portfolio and the Exit Portfolio are prepared.	Spring 2005	• Interviews with students and faculty • Sample portfolios that have been reviewed and evaluated by faculty advisor
			TESL: • TESL Advisory Committee will carefully link key assessments to appropriate standards and elaborate four-point rubrics to more clearly and decisively discriminate between candidate performance that meets or does not meet the standard.	Fall 2005 through spring 2006.	• TESL program-specific candidate assessment system flowchart • Revised portfolio directions and rubrics • Sample portfolios • Data on candidate progress at each stage
			TECHNOLOGY EDUCATION: • Use unit assessment system to evaluate candidate progress, link key assessments to appropriate standards, and develop four-point rubrics to more clearly and decisively discriminate between candidate performance that meets or does not meet the standard. • Revised unit and program portfolio descriptions will explain that progress through the program depends upon achievement of an acceptable level of performance at each program gate. • The Technology Education Program has added retention gate requirements and clearer, higher stakes for continuation at each gate.	Fall 2005 through fall 2006.	• Portfolios and work samples showing greater emphasis on standards achieved and skills mastered • Revised Technology Education Advising Forms – emphasis on data collection and reporting • Candidate assessment flow chart • Revised portfolio rubrics
1.04. *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 *Readiness to Student Teach Standards*	U	• Identify the core proficiencies that must be demonstrated by candidates to assure that they have the necessary skills to succeed in student teaching. Determine how effectively the Preparing to Teach Portfolio measures the knowledge, skills, and dispositions that are necessary for that success; make the appropriate revisions to the portfolio.	• As noted above, the Assessment System Work Group will determine which artifacts and other measures would demonstrate performance of the core proficiencies necessary for readiness to student teach and revise the Preparing to Teach (PTT) portfolio accordingly. • Programs will be provided support to work with practitioners in the design of the critical PTT assessments and the formal assessment of entire	Spring 2005 through fall 2006.	• New initial programs candidate assessment system flowcharts • Revised portfolio directions and rubrics • Sample portfolios • Documentation of practitioner involvement • Data on student progress

		• Strengthen the connection between college faculty and PK-12 partners in the design of this critical assessment to assure that an acceptable level of performance to be admitted to student teaching reflects the expectations of the cooperating teachers who are asked to accept student teachers. • Assure that the decision point of progressing to student teaching is in fact a formal evaluation of candidate status and that the candidates understand and value that admission to student teaching is not an artifact of course completion but of demonstration of proficiency. Candidates who fail to demonstrate this clearly communicated level of performance will not progress to student teaching. • The criteria and the processes for advancing to student teaching must have a set of common elements that are prepared and evaluated in a manner consistent enough to assure a common assessment across the unit and that allows for aggregation of data on those elements across programs	portfolios to assure that candidates are ready to progress. • Candidates, as noted above, will be more clearly notified that completing the artifacts in the PTT portfolio and completing an acceptable portfolio that demonstrates achievement of the standards are distinct achievements, and that only the latter level of performance will result in progression to student teaching. • Common unit artifacts and rubrics will provide common criteria and common elements for advancing to student teaching, resulting in data that can be aggregated across the unit via the College Information System, PeopleSoft. **PROGRAM EXAMPLES:** *ART EDUCATION:* • Adopt revised unit requirements for Preparing to Teach Portfolio, aligning AE decision-making criteria to that established by the unit to provide consistency in assessment; participate in unit-wide evaluation of its use and accuracy in measuring candidate readiness to student teach; and contribute to unit initiatives for future revisions. • Utilize AE Advisory Committee, including PK-12 practitioners, to review components of current AE Preparing to Teach Portfolio and sample portfolios and determine if artifacts actually demonstrate candidates' readiness to student teach. Revise portfolio requirements as needed to provide evidence of knowledge, skills, and dispositions that would lead to success. • Have AE Advisory Committee members participate in unit training sessions on assessing Preparing to Teach Portfolio in a consistent manner. • Form sub-committee of AE Advisory Committee – Review Panel for Preparing to Teaching Portfolios, composed of AE faculty & AE Cooperating Teachers and Practicum Teachers. This panel will confirm or deny movement of each AE candidate to student teaching. • Through advising sessions, AE candidates will be guided to understand this as a formal evaluation of	Fall 2005 through fall 2006.	at PTT gate • Candidate assessment pages from PeopleSoft data system • Revised unit and program-specific requirements for Preparing to Teach Portfolio • Sample portfolios • Documentation of practitioner involvement in assessment of portfolios • Report on AE candidate success in student teaching in relation to their Preparing to Teach Portfolio performance • AE candidate data as component of unit aggregation of assessment data

			their status and approval (or not) to student teach. • Contribute AE candidate data for use in unit aggregation of assessment data.		
			EARLY CHILDHOOD: • Building on the revised unit assessment system, revise the preparing to teach portfolio to highlight the core proficiencies and in which courses they will be developed. Preparing to teach portfolio revisions will reflect the common elements from the unit assessment system. • Compare knowledge, skills, and dispositions data from preparing to teach portfolios and exit portfolios • Convene an external advisory committee to review expectations of cooperating teachers and the preparing to teach portfolio. • Convene a focus group of students to discuss the preparing to teach portfolio and their understanding of its relationship to readiness to student teach.	Fall 2005 through fall 2006.	• Samples of portfolios in the revised format • Aggregated data from the revised preparing to teach portfolios • Data comparing preparing to teach portfolios and exit portfolios • List of recommendations from external advisory committee • Recommendations of student focus group incorporated in revisions of the preparing to teach portfolio and summative essay
			ELEMENTARY EDUCATION: • Building on the revised unit assessment system, revise the preparing to teach portfolio to highlight the core proficiencies and in which courses they will be developed. Preparing to teach portfolio revisions will reflect the common elements from the unit assessment system. • Compare knowledge, skills, and dispositions data from preparing to teach portfolios and exit portfolios. • Convene an external advisory committee to review expectations of cooperating teachers and the preparing to teach portfolio. • Convene a focus group of students to discuss the preparing to teach portfolio and their understanding of its relationship of readiness to student teach.	Fall 2005 through fall 2006.	• Samples of portfolios in the revised format • Aggregated data from the revised preparing to teach portfolios • Data comparing preparing to teach portfolios and exit portfolios • List of recommendations from external advisory committee • Recommendations of student focus group incorporated in revisions of the preparing to teach portfolio and summative essay
			HEALTH EDUCATION: • Building on the unit assessment system, the Health Education program will revise specialized assessment	Spring 2005 through spring 2006.	• Directions for completion of revised PTT portfolio

			pieces. This revision will include comment and feedback from P-12 practitioners.		
			• Include K-12 practitioners in the assessment of "Preparing to Teach" and "Exit" portfolios.	Ongoing	• Sample "sign-off" sheets and rubrics (PTT) by cooperating teachers
			• Cooperating teachers will "sign-off" on the successful completion of the Exit Portfolio.		
			• Cooperating teachers will complete rubrics on the Exit Portfolio.	Spring 2007	• Sample rubrics on Exit portfolio
			• After each practicum course, candidates are interviewed by the practicum supervising teacher of the practicum to determine readiness.	Ongoing	• Practicum supervisors' readiness to student teach form
			MUSIC:		
			• Musical and pedagogical proficiencies will be listed and defined more explicitly and will be incorporated into the Preparing to Teach Portfolio.	Spring 2006	• Portfolio guidelines and rubrics and completed portfolios
			PHYSICAL EDUCATION:		
			• Building on the unit assessment system, the Physical Education program will revise specialized assessment pieces. This revision will include comment and feedback from P-12 practitioners.	Spring 2005 through spring 2006.	• Directions for completion of revised PTT portfolio
			• Include K-12 practitioners in the assessment of "Preparing to Teach" and "Exit" portfolios.	Ongoing	• Sample "sign-off" sheets and rubrics (PTT) by cooperating teachers
			• Cooperating teachers will "sign-off" on the successful completion of the Exit Portfolio.		
			• Cooperating teachers will complete rubrics on the Exit Portfolio.	Spring 2007	• Sample rubrics on Exit portfolio
			• After each practicum course, candidates are interviewed by the practicum supervising teacher of the practicum to determine readiness.	Ongoing	• Practicum supervisors' readiness to student teach form
			SECONDARY EDUCATION:		
			• The Secondary Education faculty as well as cooperating teachers for the SED practicum will identify and evaluate core proficiencies that must be demonstrated by teacher candidates, and will revise program requirements for the Preparing to Teach Portfolio.	Fall 2005 through fall 2006.	• Revised Secondary Education program candidate assessment system flowcharts
			• Candidates will be made aware of the revisions to the SED Teacher Preparation Programs Guide.		• Revised Preparing to Teach Portfolio directions and rubrics
					• Evidence of cooperating teachers' participation in review process

			SPECIAL EDUCATION:		
			• Each candidate will write an essay indicating his/her readiness for special education student teaching, including a description of all required special education courses and the principles and practices to be applied while teaching students with disabilities. Principles and practices must be illustrated using specific examples from course field work with students experiencing disabilities. A four point rubric will be used to evaluate this essay and the portfolio. Special education student teaching will be contingent upon the completion of the portfolio including a readiness essay that meets standards.	Fall 2005	• Guidelines for developing the readiness essay and sample portfolios
			• A Special Education Program Advisory Committee will be organized, including special education teachers and administrators, representatives from the Office of Special Populations at the RIDE, and parents of children/youth with disabilities. Three meetings of this Committee with Special Education Department faculty will be scheduled during the 2005 – '06 academic year to examine undergraduate and graduate programs and courses and the standards based performance assessment system. It will provide feedback and to suggest improvements.	Fall 2005 through spring 2006.	• Minutes of Advisory Committee meetings and evidence of program changes resulting from the meetings
			• The following statement will appear in the Preparing to Student Teach Special Education Portfolio Submission Guidelines: "A recommendation regarding special education student teaching is based, in part, on successful completion of your Preparing to Student Teach Portfolio. You will not be allowed to student teach without a completed and approved Preparing to Student Teach Portfolio (p.5)."	Spring 2005	• Copies of Preparing to Student Teach Portfolio Guidelines
			TESL: • The TESL Advisory Committee will determine which artifacts and other measures would demonstrate performance of the core proficiencies necessary for readiness to student teach and elaborate the Preparing to Teach (PTT) portfolio and rubrics accordingly.	Fall 2005 through spring 2006.	• TESL program-specific candidate assessment system flowchart • Scores for ETS Praxis II Test – Teaching English to Speakers of Other Languages • Documentation of practitioner involvement in

				assessment of candidate readiness to student teach
		TECHNOLOGY EDUCATION: • The faculty as well as cooperating teachers for the TE practicum will identify and evaluate core proficiencies that must be demonstrated by teacher candidates. These individuals will assist in the revision of program requirements for the Preparing to Teach Portfolio.	Fall 2005 through fall 2006.	• Revised Technology Education program candidate assessment system flowcharts • Revised Preparing to Teach Portfolio directions and rubrics • Evidence of cooperating teachers' participation in review process • Sample Preparing to Teach portfolios • Data on student progress on Preparing to Teach Portfolio • Candidate Portfolio Data from PeopleSoft System
		• Practitioners will assist in the assessment of preparing to Teach and Exit portfolios. The new unit rubrics will be field tested and evaluated for reliability. Collaborating with practitioners in the assessment of student work will be supported by FSEHD Funds. The program plans to train several more teachers and create a Technology Education Review Board.	Spring 2005 through fall 2006.	• Documentation of practitioner participation in assessment and review of criteria for portfolios.

1.05 *Assessment at the Completion of Clinical Experiences.* Prospective educators demonstrate their performance with respect to the standards for the completion of student teaching or supervised internship through an evaluation process that is shared by the college or university supervisor and the cooperating teacher or internship supervisor *and* **1.06** *Assessment as the Basis for Recommendation for License.* Approved programs make recommendations for licensure based on prospective educators' performance with respect to the Rhode Island Beginning Teacher Standards.	A	• Identify core proficiencies that must be demonstrated by candidates during student teaching. Determine how effectively the Exit Portfolio measures the knowledge, skills, and dispositions that are necessary for success in the profession and that have not been demonstrated in earlier assessments; make the appropriate revisions to the portfolio. • Strengthen the connection between college faculty and PK-12 partners in the design of this critical assessment; assure that cooperating teachers understand the assessments and work with FSEHD faculty to evaluate candidates' readiness to be certified. • Assure that the decision point of progressing to licensure is in fact a formal evaluation of candidate status and that the candidates understand and value that certification is not an artifact of course completion but of demonstration of proficiency. Candidates who fail to demonstrate this clearly communicated level of performance will not be recommended for licensure. • The criteria and process for recommendation for licensure must have a set of common elements that are prepared and evaluated in a manner that is consistent enough to assure a common assessment across the unit and that allows for aggregation of data on those elements across programs. • Any assessments that will be completed by PK-12 teachers be introduced to the field in a way that adequately prepares teachers to accurately use the instruments.	• As noted above, the Assessment System Work Group will determine which artifacts and other measures would demonstrate performance of the core proficiencies necessary for success is the profession, focusing on more advanced and better integrated knowledge, skills and dispositions that have not been demonstrated in earlier assessments, and will revise the Exit Portfolio and other exit assessments accordingly. • Programs will be provided support to work with practitioners, including cooperating teachers, in the design and evaluation of the critical assessments and the formal assessment of the entire portfolio, and student teaching final evaluation, to assure that candidates are ready for licensure. • Candidates, as noted above, will be more clearly notified that completing the artifacts in the Exit Portfolio and completing an acceptable portfolio and final student teaching evaluation that demonstrates achievement of the standards are distinct achievements, and that only the latter level of performance will result in progression to program exit and recommendation for licensure. • Common unit artifacts and rubrics and a common final student teaching evaluation will provide common criteria and common elements for advancing to program exit, resulting in data that can be aggregated across the unit via the College Information System, PeopleSoft. **PROGRAM EXAMPLES:** *ART EDUCATION:* • Adopt revised unit requirements for Exit Portfolio, aligning AE decision-making criteria to that established by the unit to provide consistency in assessment; participate in unit-wide evaluation of its effectiveness in measuring candidate knowledge, skills, and dispositions necessary for success in the profession; and contribute to unit initiatives for future revisions. • Conduct review of the components of the AE Exit Portfolio with AE Advisory Committee or sub-working	Spring 2005 through fall 2006. Fall 2005 through fall 2006.	• New initial programs candidate assessment system flowcharts • Revised portfolio directions and rubrics • Sample portfolios • Documentation of practitioner involvement in design and implementation of assessments • Data on student progress at Exit gate • Printout from PeopleSoft data system • Revised unit and program-specific Exit Portfolio requirements • Report on review of Exit Portfolio requirements and recommendations for revisions by AE Advisory Committee or sub-workgroup

			group including faculty, candidates, and practitioners. Make any revisions necessary to ensure that AE Exit Portfolio requirements provide the history of evidence that would indicate success in student teaching and status for recommendation for licensure. • Articulate in written materials the level of performance needed to be acceptable • Hold orientation sessions each semester for AE Cooperating Teachers, College Supervisors, and AE student teachers to review RIBTS, assessments, policies, and effective practices in relation to student teaching. • Seek funding and support from FSEHD to develop and hold a more in-depth series of workshops for AE Cooperating Teachers to examine the assessment of AE student teacher performance as it relates to RIBTS and receive unit training for making AE Exit Portfolio assessments in a manner common across the unit • AE recommendation of AE candidates for licensure will be aligned to unit assessment criteria. • Seek funding and support from FSEHD to have faculty, adjunct College Supervisors, and Cooperating Teachers participate in unit & DES assessment training sessions to move toward consistency in evaluation		• Documentation of orientation sessions for AE Cooperating Teachers, College Supervisors, and student teachers • Documentation of funding/support received for AE Exit Portfolio assessment workshops and AE participation in unit assessment training sessions • Record of participants in AE candidate assessment training • Records of completed assessments of AE candidates' Exit Portfolios using unit assessment criteria
			EARLY CHILDHOOD: • Building on the revised unit assessment system, revise the exit portfolio to highlight the core proficiencies necessary to successful student teaching. • Convene an external advisory committee consisting of college faculty and cooperating teachers to review exit portfolio components, cooperating teachers' understanding of the varied assessments, and effectiveness of the portfolio in measuring the knowledge, skills, and dispositions necessary for successful teaching. • Convene a focus group of students to discuss the exit portfolio and their understanding of its relationship to readiness to teach. • Exit portfolio revisions will reflect the common elements from the unit assessment system.	Fall 2005 through fall 2006.	• Samples of portfolios in the revised format • Aggregated data from the revised exit portfolios • Data comparing preparing to teach portfolios and exit portfolios • List of recommendations from external advisory committee • Recommendations of student focus group incorporated in revisions of the exit portfolio

			HEALTH EDUCATION:		
			• After the FSEHD Assessment System Work Group determines which artifacts and other measures will demonstrate performance of the core proficiencies necessary for success in the profession, focusing on more advanced and better integrated knowledge, skills and dispositions that have not been demonstrated in earlier assessments, and the Health Education faculty will revise the Exit Portfolio and other exit assessments accordingly.	Spring 2006	• Revised Exit portfolio directions

			• Continue and refine HPE Annual Cooperating Teacher Professional Development Workshops – consider two sessions one for new cooperating teachers and the other for advanced training of experienced cooperating teachers.	Ongoing	• Announcement of funding for this program through FSEHD
			• Continue annual meetings with practicum instructors.	Ongoing	• Meeting Agendas
			ELEMENTARY EDUCATION: • Building on the revised unit assessment system, revise the Exit Portfolio to highlight the core proficiencies necessary to successful student teaching. • Convene an external advisory committee consisting of college faculty and cooperating teachers to review Exit Portfolio components, cooperating teachers' understanding of the varied assessments, and effectiveness of the portfolio in measuring the knowledge, skills, and dispositions necessary for successful teaching. • Convene a focus group of students to discuss the Exit Portfolio and their understanding of its relationship to readiness to teach. • Exit Portfolio revisions will reflect the common elements from the unit assessment system.	Fall 2005 through fall 2006.	• Samples of portfolios in the revised format • Aggregated data from the revised exit portfolios • Data from comparison of Preparing to Teach Portfolios and Exit Portfolios • List of recommendations from external advisory committee • Recommendations of student focus group incorporated in revisions of the exit portfolio
			PHYSICAL EDUCATION: • After the FSEHD Assessment System Work Group determines which artifacts and other measures will demonstrate performance of the core proficiencies necessary for success in the profession, focusing on more advanced and better integrated knowledge, skills and dispositions that have not been demonstrated in earlier assessments, the Physical Education faculty will revise the Exit Portfolio and other exit assessments accordingly.	Spring 2006	• Revised Exit Portfolio directions
			• Continue and refine HPE Annual Cooperating Teacher Professional Development Workshops – consider two sessions one for new cooperating teachers and the other for advanced training of experienced cooperating teachers.	Ongoing	• Announcement of funding for this program through FSEHD
			• Continue annual meetings with practicum instructors.		• Meeting agendas

			Activity	Timeline	Evidence
			SECONDARY EDUCATION: • Faculty, teacher candidates, cooperating teachers, and interested professionals will determine which artifacts and other measures demonstrate performance of the core proficiencies necessary for success is the profession, focusing on more advanced and better integrated knowledge, skills and dispositions that have not been demonstrated in earlier assessments, and will revise the Exit Portfolio and other exit assessments accordingly.	Fall 2005 through fall 2006.	• New SED candidate assessment system flowcharts • Revised candidate advising sheets – will establish time and required achievement of standards
			SPECIAL EDUCATION: • The Exit Portfolio will require a Reflective Essay representing a personal analysis of each candidate's readiness for a career teaching children/youth with exceptional learning needs. This essay will require candidates to review projects included in the portfolio, results of self-evaluations and evaluations completed by the cooperating teacher and the College supervisor. Based on this review, the candidate must describe the most significant knowledge, skills and dispositions acquired and demonstrated through special education student teaching. The acquired knowledge, skills and dispositions must be illustrated with descriptions of interactions with students, their families, the cooperating teacher, the College supervisor, and colleagues within the school.	Fall 2005	• Guidelines for developing the Reflective Essay and sample Exit Portfolios collected at the end of the Fall 2005 semester and thereafter
			• The Exit Portfolio will be revised to highlight knowledge, skills and dispositions that distinguish a special educator, and to more clearly focus candidates' attention and energy and, consequently, the quality of their portfolios.	Fall 2005	• Exit Portfolio Guidelines and sample Exit Portfolios
			• A Special Education Program Advisory Committee will be organized, including special education teachers and administrators, representatives from the Office of Special Populations at the RIDE and parents of children/youth with disabilities. Three meetings of this Committee and Special Education Department faculty will be scheduled during the 2005 – '06 academic year, to examine undergraduate and graduate programs and courses and the standards-based performance assessment system. It will provide feedback and suggest improvements.	Fall 2005 through spring 2006.	• Minutes of Advisory Committee meetings and evidence of program changes resulting from the meetings

			• Revisions to Exit Portfolio will not require cooperating teachers to complete additional assessments. Directions for two projects and related rubrics will be clarified and made more internally consistent. Revisions will be reviewed and discussed with adjunct College supervisors by full time and adjunct faculty who supervise student teachers. Copies of the revised Exit Portfolio Guidelines will be provided to all candidates, College supervisors and cooperating teachers. *TECHNOLOGY EDUCATION:* • Faculty, teacher candidates, cooperating teachers, and interested professionals will determine which artifacts and other measures will demonstrate performance of the core proficiencies necessary for success is the profession, focusing on more advanced and better integrated knowledge, skills and dispositions that have not been demonstrated in earlier assessments, and will revise the Exit Portfolio and other exit assessments accordingly. • The Technology Education program will be supported to work with practitioners, including cooperating teachers, in the design and evaluation of the critical assessments and the formal assessment of the entire portfolio, and student teaching final evaluation, to assure that candidates are ready for licensure.	Fall 2005 Fall 2005 through fall 2006.	• Interviews with full time and adjunct College supervisors and cooperating teachers • Revised Exit Portfolio Guidelines • New Technology Education candidate assessment system flowcharts • Revised candidate advising sheets establishing time and required achievement of standards
1.08 *Reliability of Judgments.* Assessment systems yield fair, accurate, and consistent evaluation of prospective educators	U	• Develop and implement a plan for increasing consistency of judgment of performance at the individual assessment level including the training of cooperating teachers to reliably evaluate performance based upon common assessments. Build on practices already in practice in some programs. Data on decision consistency should be a critical element in the analysis of any aggregate data that are used to inform unit decisions.	• Programs will be provided support to work with practitioners to design and evaluate portfolios together for reliability and consistency (described above in 1.01-1.06). • The FSEHD will provide an annual summer professional development event for clinical instructors—PK-12 teachers—from all initial teacher preparation programs. This event will focus on evaluation of candidate performance assessment artifacts and observations. Practitioners will learn about how to reliably and fairly assess candidates and will give the unit feedback on the assessment system design and implementation for continuous	Fall 2005 through Fall 2007	• Program documentation of work with practitioners • Assessment Event materials and participant evaluations • Data on decision consistency across raters

				Timeline	Evidence
			improvement. • The FSEHD will hire a new Data Management Coordinator who will assist in collecting data on consistency of decisions across evaluators for student teaching performance and portfolio quality and will report these data. • The FSEHD will develop a new unit-wide scoring rubric and process for scoring career commitment essays by a group of raters, across programs, working together using benchmark papers, twice a semester on scoring reliability. This work will be supported financially by FSEHD.	Fall 2005	• Evidence of scoring sessions and compensation offered; outcomes of scoring sessions
			PROGRAM EXAMPLES: *ART EDUCATION:* • Reliability will be improved as judgments are made consistently by key individuals – AE faculty, adjunct College Supervisors of student teachers, and K-12 art teachers/Cooperating Teachers -- trained in unit workshops and in AE work groups. • Implementation of plans noted in 1.0.5 and 1.05.	Fall 2005 through fall 2006.	• Documentation of training of AE Cooperating Teacher and AE College Supervisors in making candidate assessment judgments consistent with judgments made across unit
			EARLY CHILDHOOD: • Review and develop benchmarks and training for evaluating the artifacts in the Preparing to Teach and Exit Portfolios. • Meet with early childhood education cooperating teachers to discuss and develop materials to assess reliability of judgments.	Fall 2005 through fall 2006.	• Materials used in training and benchmarking sessions
			ELEMENTARY EDUCATION: • Review and develop benchmarks and training for the evaluation of artifacts in the Preparing to Teach and Exit Portfolios.	Fall 2005 through fall 2006.	• Materials used in training and benchmarking sessions
			HEALTH EDUCATION: • Continue and refine the practice of including P-12 practitioners in the evaluation of the Preparing to Teach and Exit Portfolios.	Ongoing	• Sample completed rating rubrics
			PHYSICAL EDUCATION: • Continue and refine the practice of including P-12	Ongoing	• Sample completed rating

			practitioners in the evaluation of the Preparing to Teach and Exit Portfolios.		• rubrics
			SECONDARY EDUCATION: • The SED program faculty and adjuncts will participate in the FSEHD annual summer professional development event for clinical instructors--PK-12 teachers. • The SED program will be assisted by the new Data Management Coordinator who will aid in collecting data on consistency of decisions across evaluators for student teaching performance and portfolio quality.	Fall 2005 through fall 2006.	• Documents generated from Data Management Coordinator.
			SPECIAL EDUCATION: • To assure consistency of scoring the SPED career commitment essay for the Admission Portfolio, faculty will be organized in two person teams to read and evaluate the same set of career commitment essays holistically, using a four-point rubric. When scores vary by two points or more, the essay will be evaluated by a third faculty member and a "scoring" discussion will occur among three faculty members. • A very high rate of consistency in evaluating course projects will result from three factors: student guidelines for developing portfolio course projects and evaluation criteria are devised and disseminated by those who teach sections of the same course and who apply the evaluation criteria; the evaluation criteria are developed, reviewed and revised by the professors who use them to evaluate course projects; for inclusion in portfolios, projects must be at standard. Projects that do not meet standard must be revised. Thus, the range of course project ratings is decreased from four to two, meets standard or exceeds standard. These actions will be implemented to assure consistency of judgment regarding course projects that are part of the Preparing to Student Teach Portfolio. • Consistency in judging portfolios results from the same faculty member evaluating the Admission Portfolios, the Preparing to Student Teach Portfolios and Exit Portfolios of his/her advisees. Within this evaluation, candidates' projects are reviewed and faculty evaluations on rubrics are examined, recorded and	Fall 2005	• Data summarizing the results of career commitment and portfolio reviews

| | | compared. These will be implemented to assure consistency of judgment regarding Admissions Portfolios, Preparing to Student Teach Portfolios and Exit Portfolios. | | |
| | | | | |

TECHNOLOGY EDUCATION:
- The TE Program will use FSEHD funds to work with practitioners to design and evaluate portfolios together for reliability and consistency (described above in 1.01-1.06).
- The TE program will participate in the FSEHD annual summer professional development event for clinical instructors--PK-12 teachers-- from all initial teacher preparation programs.
- The TE program will be assisted by the new Data Management Coordinator who will aid in collecting data on consistency of decisions across evaluators for student teaching performance and portfolio quality. The Technology Education Program will report these data.

Fall 2005 through spring 2006.

- Workshop materials
- Sample assessments from produced by practitioners
- Summer Institute info and Endowment Funding documentation
- Participant evaluations
- Documents generated by Data Management Coordinator

INDICATOR	RATING							RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
	ECED	ELED	MUSIC	SED	SPED	TESL	TECH ED				
2. 01 *RIBTS.*	A	A	A	A	A	A	A	• Revisit the curriculum maps and assessments with a focus on what are the essential knowledge and skills at each point of the program. Note the one or two places in the curriculum where a RIBT is emphasized and assessed, rather than indicating every location of each standard within the program. Through	*EARLY CHILDHOOD:* • Review course charts and program map and determine where specific standards will be emphasized and assessed in the program. *ELEMENTARY EDUCATION:* • Review course charts and curriculum maps and determine where specific standards will be emphasized and assessed in the	Spring 2005 through fall 2006. Spring 2005 through fall 2006.	• Revised course charts and program map • Revised course charts and curriculum maps

	this process, the faculty members and the students will be able to see the RIBTS priorities.	program. **MUSIC:** • Curriculum maps and assessments will be revisited to focus on key standards within each course. **SECONDARY EDUCATION:** • Review and revise the curriculum maps and assessments. • Syllabi will be revised to accommodate the assessment of skills and knowledge acquired at various points in the program. • Program sequence and alignment/link to standards will be reviewed by SED Chairperson, DAC and other appropriate department committees. **SPECIAL EDUCATION:** • Relationships among course projects, related rubrics and standards will be clearly identified on course syllabi. • Curriculum maps will be revised to reflect the standards emphasized in each course. • Guidelines for the completion of field based projects in SPED 300, SPED 310 and SPED 311 will be explicit and complete. Candidates must maintain a log signed by the school-based special education teacher which verifies completion of the projects and time requirements in that setting. **TESL:** • The program director and adjunct TESL faculty will review and revise the curriculum map and	Fall 2005 through spring 2006. Fall 2005 through fall 2006. Fall 2005 through fall 2006. Spring 2005 Spring 2006 Spring 2005 Fall 2005 through fall 2006.	• Revised curriculum map • Documentation of revised curriculum maps and assessments • Revised syllabi demonstrating alignment • Curriculum map revisions • Review course syllabi for each semester • Review curriculum maps • Guidelines for completion of course projects in school settings • Revised curriculum map

			assessments for the TESL program focusing on the essential knowledge and skills at each point in the program.		
			TECHNOLOGY EDUCATION: • At the time of the last visit, the Technology Education was completing the first cycle for teaching its revised program. We will review and revise the program curriculum maps.	Fall 2005 through spring 2006.	• Documentation of revised curriculum maps and assessments • Revised syllabi that demonstrate alignment with standards

INDICATOR	RATING ECED	RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
2.02 *Subject Matter.* Prospective educators develop an understanding of the subject matter of their area of certification	A	• ECED program must review the ways in which candidates are prepared with respect to social studies and science to assure that they are adequately prepared to teach in these areas.	**EARLY CHILDHOOD:** • Link program course work to NAEYC Professional Standards and Developmentally Appropriate practice with attention to best practices which are sensitive to social-cultural contexts and how they influence practices. • Review course syllabi, field experience/practicum, and teacher candidates' artifacts and relate to standards. Assess preparation with respect to	Spring 2005 through fall 2006.	• Reviewed and revised syllabi • Teacher candidates' work samples and rubrics

										social studies and science. • Work with cooperating practicum teachers to develop rubrics to assess candidates' preparation to teach science and social studies.		

INDICATOR	RATING										RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
	ART	ECED	ELED	HEALTH	MUSIC	PHYS Ed	SED	SPED	TESL	TECH Ed				
2.03 *Technology.* Prospective educators develop and understanding of the role of technology in education and learn how to use technology as an instructional and administrative tool.	A	A	A	A	A	A	A	A	A	A	• Develop clear expectations for technology integration within programs and develop assessments that will evaluate a candidate's ability to integrate technology into instruction.	• Implement a new FSEHD admission requirement – passing the technology competency exam-to ensure that all candidates are prepared to integrate technology in their teaching. • A Technology Working Group will be created to focus on supporting faculty to better integrate instructional technology into their courses so that candidates are learning how to use technology to improve PK-12 instruction. • The Working Group will develop examples of standards-based practice for different disciplines. • Working Group members will serve as a resource to faculty members, providing one-on-one and group (e.g. during	Fall 2005 through spring 2006.	• Revised admission portfolio • Minutes of working group meetings • Project RITER Annual Reports (for Objective 2) on activities and outcomes • Examples of standards-based practice for different disciplines

											departments meetings) sharing, modeling and assistance with ideas for teaching candidates to use instructional technology effectively to enhance PK-12 student engagement and learning. • The Working Group will collaborate in and build on efforts to advance instructional technology via Project RITER. **PROGRAM EXAMPLES:** *ART EDUCATION:* • Conduct review of current instructional technology capacity within the Art Education Program. • Take initiatives and seek needed funding to make 2 AE classrooms viable for modeling use of technology for instruction and for candidates' hands-on investigation: minimally, have 2 computer workstations and 1 fixed multimedia projector in each classroom, and prepare as wireless set up. • Review unit's expectations for candidates' technology proficiencies and connect with and infuse in AE Program. • Ensure that all AE candidates meet FSEHD technology competency requirement – and advise AE candidates to take INST 251 to meet this requirement and more fully prepare to use technology as an instructional and administrative tool in their future art teaching. • Develop an instructional technology plan for AE Program		Fall 2005 through fall 2006.	• Report on current instructional technology capacity within the AE Program. • Documentation of initiatives and funding for making AE classrooms viable for modeling and investigating use of instructional technology for PK-12 art instruction. • List of current strategies in use that prepare AE candidates in use of technology. • AE coursework assignments with imbedded

													Activities	Timeline	Evidence
													• Investigate if there are any RITER funds available to the AE Program for technology integration. • Review coursework assignments and revise to include instructional technology requirements. • Seek funding for holding AE professional development workshop on integration of instructional technology in PK-12 art instruction and/or establishing guest presenter series in which individuals, esp. PK-12 art teachers, share effective practices of instructional technology integration. • Seek support for AE faculty professional development in use of instructional technology.		instructional technology requirements. • Record of any AE professional dev. workshops or guest presentations regarding use of technology for PK-12 art instruction • Documentation of AE faculty instructional technology professional development and support received for such
													EARLY CHILDHOOD: • Review technology integration within program and identify courses in which skills are assessed. • Revised Preparing to Teach Portfolio to reflect candidates' ability to integrate technology into instruction.	Spring 2005 through fall 2006.	• Revised curriculum map • Revised Preparing to Teach Portfolio instructions • Data collected from revised portfolios
													ELEMENTARY EDUCATION: • Review technology integration within program and identify courses in which skills are assessed. • Revised Preparing to Teach Portfolio to reflect candidates' ability to integrate technology into instruction.	Fall 2005 through fall 2006.	• Revised curriculum map • Revised Preparing to Teach Portfolio instructions • Data collected from revised portfolios

												HEALTH EDUCATION: • Provide opportunities for technology integration in each practicum and student teaching experience.	Spring 2006	• Course syllabi • Practicum and student teaching observation forms
													MUSIC: • A new technology curriculum will be implemented experimentally and then revised in the light of experience.	Fall 2005 through spring 2006.	• Curriculum map • Course charts • Technology requirement documents
													PHYSICAL EDUCATION: • Provide opportunities for technology integration in each practicum and student teaching experience.	Spring 2006	• Course syllabi • Practicum and student teaching observation forms
													SECONDARY EDUCATION: • The Secondary Education Program has traditionally used of Instructional Technology within its courses. All practicum and student teaching candidates will be trained to develop electronic portfolios. • The RITER grant will provide training for faculty. • Courses where computer technology is used often will be reviewed to overtly demonstrate the skills required for success in those classes. In other technical course work, students will demonstrate the use of computer technology, internet, and electronic media. • Faculty will review and evaluate	Fall 2005 through fall 2006.	• Assessment of skills in classes that require computer technology • Candidate work samples integrating technology • Revised course requirements and syllabi • Sample e-portfolios and artifacts • Documentation of faculty training • SED 405

											assessment of information technology competency. • Continue INST 180 to prepare students for Technology Competency Exam. • SED 405 Mini- portfolio development with digital video.		portfolio sample & video
											TESL: • The program director and adjunct TESL faculty will review expectations for technology integration in TESL courses and develop assessments to evaluate candidates' ability to integrate technology into ESL instruction.	Fall 2005 through fall 2006.	• Revised course syllabi and assessments
											TECHNOLOGY EDUCATION: • The Technology Education Program has historically implemented the use of information technology within its courses and will refine this implementation. • Courses where computer technology is used often will be reviewed to overtly demonstrate the skills required for success in those classes. In other technical course work, students will demonstrate the use of computer technology, internet, and electronic media. • Faculty will review and evaluate assessment of information technology competency.	Fall 2005 through spring 2006.	• Assessment of skills in classes that require computer technology. • Sample lessons integrated with information technology from students, including assessments. • Revised course requirements and syllabi

INDICATOR	RATING						RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
	ECED	ELED	SED	SPED	TESL	TECH ED				
2. 05 *Coherence* Prospective educators pursue coherent educational studies that are grounded in research and theory.	A	A	A	A	A	A		• Program sequence and alignment/link to standards will be reviewed by SED Chairperson, DAC and other appropriate department committees.	Fall 2005 through fall 2006.	• Curriculum Map revisions

INDICATOR	RATING								RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
	ART	ECED	ELED	MUSIC	SED	SPED	TESL	TECH Ed				
2.08 *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.	A	A	A	A	A	A	A	A	• The School Partnership Committee be expanded to include field supervisors, teachers, principals, and other school administrators from partnership districts and engage in an open discussion of all the issues related to assuring quality sites and make recommendations to the Dean for changes in policy.	• The School Partnership Committee will be expanded to include field supervisors from FSEHD programs, personnel from the Office of School Partnerships and Field Placements, six partnership district clinical instructors and/or cooperating teachers representing early child-hood/elementary education, K-12 programs, middle level education, secondary education and special education, and five partnership district administrators (superintendents, assistant	Spring 2005 through spring 2006.	• List of School Partnership Committee membership • Minutes of committee meetings • Recommendations, if any, for change in policy for assuring quality field sites, and action taken by FSEHD

	Activities	Timeline	Evidence
		superintendents, and principals). • These individuals will join representatives from FSEHD programs representing every department to engage in open discussion of all the issues related to assuring quality sites and make recommendations to the Director and Dean for change in policy. • The Committee will review current policy for selecting quality field placement sites, and make recommendations for change if needed by May 2006.	
• Review criteria for school sites and document how schools are evaluated against these criteria.	• The School Partnership Committee will review criteria for selecting schools, and make recommendations for change, if any, to the Director. • Working with the School Partnership Committee and the Data Management Coordinator, the Office of School Partnerships and Field Placements staff will design and maintain a system to evaluate schools against these criteria.	Review in 2005-2006; implementation of recommended changes by fall 2007.	• Documentation of evaluation system • Reports on how well schools are meeting criteria • Evidence of how these data are used to make decisions in the selection of field placement sites
	PROGRAM EXAMPLES: *ART EDUCATION:* • Seek representation of AE faculty responsible for art field placements on the School Partnership Committee as well as representation of adjunct AE College Supervisors and PK-12 art teacher/AE Cooperating Teachers on this committee. • Conduct a formal survey of all existing AE field sites used for practicum and student teaching placements and use data to identify	Fall 2005 through fall 2006.	• List of AE representation on School Partnership Committee • Results of survey of AE field sites • Report on results of sending out tool/ questionnaire to PK-12 art teachers regarding interest and availability to serve as practicum teachers and/or

										the most promising sites and gaps. Also, explore additional promising sites. • Develop and send out tool / questionnaire to solicit PK-12 art teacher interest and availability to serve as a practicum teacher and/or cooperating teacher for the next few years (not just immediate upcoming semester). • Recruit more Cooperating Teachers and Practicum Teachers for AE Program cohort and conduct site visits to assist with placement decisions and promote stronger working relationships between College AE Program and PK-12 art teachers hosting AE candidates.		cooperating teachers • List of AE cooperating teachers and practicum teachers • Documentation of AE field site recruitment initiatives, including site visits to prospective cooperating teachers and practicum teachers
										EARLY CHILDHOOD: • Continue membership on School Partnership Committee • Work with OSPFP to monitor and document criteria for school sites for this program.	Fall 2005 through fall 2006.	
										MUSIC: • New field sites and cooperating teachers will be added to the list of available field practitioners in Music Education to increase quality of placements to match criteria.	Fall 2005 through spring 2006.	• List of cooperating teachers
										SECONDARY EDUCATION: • Secondary Education candidates will have experiences in urban and suburban placements with cooperating teachers who are trained in RIBTS and are recommended by supervisors based on experience and merit. • Cooperating teachers will be trained	Fall 2005 through fall 2006.	• Workshops for teachers, materials included • Documentation of supervising teacher and cooperating teacher participation and collaboration

										to assess attainment of RIBTS before candidate arrival • Funding for workshops for SED cooperating teachers will be used to train them in assessment, and guiding pre-service teacher. **_SPECIAL EDUCATION:_** • The ELED-SPED Department Chairs and the Interdepartmental Committee working with OSPFP will address ways to make placements require less transition. • The Special Education Department will identify student teaching placements before candidates begin their last methods course (SPED 412, SPED 424, or SPED 436) so field work related to the course can occur in the same setting as the student teaching placement. • A joint appointment faculty member in ELED and SPED is working to identify high quality and inclusionary student teaching placements. **_TECHNOLOGY EDUCATION:_** • Candidates will have experiences in urban and suburban placements. • Despite a limited number of TE placements in Rhode Island, we will ensure quality by establishing that cooperating teachers are using the Standards for Technological Literacy (_STL_). • Cooperating teachers will be trained to assess attainment of RIBTS before candidate arrival. • Funding for workshops for TE cooperating teachers will be used to train them in assessment, and	Spring 2005 Fall 2005 through fall 2006.	• Documentation of efforts to maintain same school setting for SPED & ELED field placements • Documentation from cooperating teachers • Workshops for teachers, materials included • Documentation of supervising teacher and cooperating teacher participation and collaboration

guiding pre-service teacher.

INDICATOR	RATING						RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
	ECED	ELED	SED	SPED	TESL	TECH ED				
2. 09 *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 hoe to help prepare prospective educators develop and how to evaluate prospective educators in order to make a recommendation regarding successful performance with respect to the standards.	A	A	A	A	A	A	• Review criteria for cooperating teachers; prepare a centralized report by program of how well placements are doing with respect to these standards. • Explore ways in which the role of cooperating teacher can be enhanced to make these PK-12	• The School Partnership Committee will review criteria for selecting cooperating teachers, and make recommendations for change, if any, to the Director. • Working with the School Partnership Committee and the Data Management Coordinator, the Office of School Partnerships and Field Placements staff will design and maintain a system to evaluate how well placements are doing with respect to these standards. • The OSPFP will prepare annual reports, by program, documenting how well placements meet selection criteria for cooperating teachers. • The School Partnership Committee will review student teaching observation and final evaluation forms in conjunction with a statistical analysis of redundancy and agreement among various items on	Review in 2005-2006; implementation of recommended changes by no later than fall 2007. Review in 2005-2006; implementation of	• Criteria for selecting cooperating teachers • Reports of how well placements, by program, are meeting cooperating teacher selection criteria • Minutes of School Partnership Committee

							teachers strong partners where cooperating teachers are a community that participates in the design of assessments, are trained in the use of RIC assessments, understand the RIBTS, and are actively engaged in the evaluation of student teachers and their work.	the form. • The Committee will also review the content for the RIBTS training workshop offered to cooperating teachers and clinical instructors, and make recommendations, if any, for change. • Office of School Partnerships and Field Placements staff will continue to refine its current RIBTS workshop, and design an additional workshop addressing how to use RIC assessments. • In addition to on-going workshops addressing RIBTS training and training in use of FSEHD assessments (described above), FSEHD will provide an annual summer professional development event for cooperating teachers and clinical instructors. • FSEHD staff will address, to the greatest extent possible, partnership districts' specific requests for professional development. **PROGRAM EXAMPLES:** *EARLY CHILDHOOD:* • Continue membership on School Partnership Committee. • Work with OSPFP to monitor and document criteria for cooperating teachers for this program. • Convene an external advisory committee consisting of college faculty and cooperating teachers to review preparing to teach and exit portfolio components, cooperating	recommended changes by fall 2007; summer professional development event by summer 2007. Fall 2005 through fall	discussions and recommendations concerning student teaching observation and final evaluation assessments • Documentation of action taken • Statistical analysis of evaluation form items • Plans and content for summer professional development event • List of teachers attending summer event • Evidence of professional development activities provided by FSEHD in partnership school districts • Examples of content included in workshops offered to cooperating teachers and clinical instructors • List of teachers, by district, who attend FSEHD sponsored workshops • Minutes of advisory committee meetings

									teachers' understanding of the varied assessments, and effectiveness of the portfolio in measuring the knowledge, skills, and dispositions necessary for successful teaching. *ELEMENTARY EDUCATION:* • Convene an external advisory committee consisting of college faculty and cooperating teachers to review preparing to teach and exit portfolio components, cooperating teachers' understanding of the varied assessments, and effectiveness of the portfolio in measuring the knowledge, skills, and dispositions necessary for successful teaching. *SECONDARY EDUCATION:* • SED Supervisor will identify contemporary programs that are grounded in contemporary philosophy and practice and inform. • Individual training by College supervisor on use of college assessment system. • Cooperating teachers will be offered professional development opportunities for training in use of appropriate content standards, RIBTS, assessment, and portfolio development. • Make recommendations related to cooperating teacher criteria and training to Director of OSPFP. *SPECIAL EDUCATION:* • A Special Education Program Advisory Committee will be organized, including special education teachers and administrators,	2006. Fall 2005 Fall 2005 through fall 2006.	• New guidelines for student teaching • List of recommendations from external advisory committee • New guidelines for student teaching • Document training of cooperating teachers • Create list of Cooperating teachers using appropriate standards. • Recommendations submitted

					representatives from the Office of Special Populations at the RIDE and parents of children/youth with disabilities. Three meetings of this Committee and Special Education Department faculty will be scheduled during the 2005 – '06 academic year to examine undergraduate and graduate programs and courses and the standards based performance assessment system. It will provide feedback to and support improvements related to criteria for cooperating teachers. *TESL:* • TESL Advisory Committee will meet and make recommendations for review by the OSPFP *TECHNOLOGY EDUCATION:* • Cooperating teachers and TE faculty will review criteria for participating in pre-service experiences. • TE Supervisor will identify contemporary programs that are grounded in philosophy and practice of Technology Education. • Individual training by college supervisor on use of college assessment system. • Cooperating teachers will be offered professional development opportunities for training in use of STL, RIBTS, assessment, and portfolio development. • Make recommendations related to criteria and training to become cooperating teacher to Director of OSPFP.	Fall 2005 through spring 2006. Fall 2005 through spring 2006. Fall 2005 through fall 2006.	• Minutes of Advisory Committee meetings and evidence of program changes resulting from the meetings • Recommendations to OSPFP • Document training of Cooperating teachers • Create list of

											Cooperating teachers using STLs • Training materials • Recommendations submitted to OSPFP
2. 10 *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 educators enhance their effectiveness in these roles.	A	A	A	A	A	A	• Establish a process for the preparation and ongoing support of all cooperating teachers beyond the preparation of written materials. • <u>All</u> cooperating teachers must be trained for the role.	• On-going workshops addressing RIBTS training and training in use of FSEHD assessments (described above). • FSEHD will provide an annual summer professional development event for cooperating teachers and clinical instructors. • FSEHD staff will address, to the greatest extent possible, partnership districts' specific requests for professional development. • OSPFP staff will continue to develop and refine the cooperating teacher	2005-2006 year; summer professional development event by 2007. Development in 2005-2006; implementation	• Plans and content for summer professional development event • List of teachers attending summer event • Evidence of professional development activities provided by FSEHD in partnership school districts • Annual report listing cooperating

								• Expand School Partnership Committee to include field supervisors, cooperating teachers, principals, and other school administrators from partnership districts; engage in an open discussion of all the issues related to assuring quality cooperating teachers and adequate support for teachers in these roles and make recommendations to the Dean for changes in policy.	database indicating completion of RIBTS training, and to the greatest extent possible, place student teachers only with those teachers who have completed RIBTS training and the new training workshop to be developed on assessment. • The School Partnership Committee will be expanded to include field supervisors from FSEHD programs, personnel from the Office of School Partnerships and Field Placements, six partnership district clinical instructors and/or cooperating teachers representing early childhood/elementary education, K-12 programs, middle level education, secondary education and special education, and five partnership district administrators (superintendents, assistant superintendents, and principals). • These individuals will join representatives from FSEHD programs representing every department, to engage in open discussion of all issues related to assuring quality cooperating teachers and adequate support for teachers in these roles. • The Committee will review current policy for selecting and supporting quality cooperating teachers, and make recommendations to the Director and Dean for change, if needed, by May 2006. • The Office of School Partnerships and Field Placements will redesign its website to include dedicated sections for cooperating teachers, clinical instructors and college supervisors.	by fall 2007. Spring 2005 through spring 2006.	teachers and their status with regard to completion of RIBTS training • List of School Partnership Committee membership • Minutes of committee meetings • Recommendations, if any, for change in policy for assuring and supporting quality cooperating teachers and action taken by FSEHD • New OSPFP website

							Plans include, but are not limited to including links to the Student Teaching Handbook, student teaching forms, a sample partnership agreement, and links to all partnership school district websites. Additionally, plans call for an Announcement section that will remind cooperating teachers of due dates, and will also list upcoming workshops offered by the Office of School Partnerships and Field Placements. The feasibility of on-line registration for these workshops will be explored. **PROGRAM EXAMPLES:** *SECONDARY EDUCATION:* • Cooperating teachers will be offered professional development opportunities for training in use of appropriate content standards, RIBTS, assessment, and portfolio development. • Veteran Cooperating teachers will be apprised of requirements which must be met in order to supervise pre-service teacher. • FSEHD and Department of Educational Studies training workshops will be offered. *TESL:* • TESL field supervisors and cooperating teachers will receive training in the use of RIC assessments, RIBTS and evaluation of student teachers and their work. *TECHNOLOGY EDUCATION:* • Cooperating teachers will be offered professional development	Fall 2005 through fall 2006. Fall 2005 through fall 2006. Fall 2005 through spring 2006. Fall 2005 through fall 2006.	• Workshop Materials • Documentation of training • Established pool of trained teachers with contemporary teaching standards and methods • Documentation of training sessions for field supervisors and cooperating teachers • Workshop Materials

								• opportunities for training in use of STL, RIBTS, assessment, and portfolio development. • Veteran Cooperating teachers will be apprised of new requirements which must be met in order to supervise pre-service teacher. • FSEHD and Department of Educational Studies training workshops will be offered.			• Workshop Evaluations • Documentation of training submitted to OSPFP • Established pool of trained teachers with contemporary TE methods

INDICATOR	RATING								RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
	ART	ECED	ELED	SED	MUSIC	SPED	TESL	TECH ED				
2. 11 *College/University and School Partnerships.* Approved programs establish collaborative and respectful relationships between college and university faculty and their institutions and field-based educators, their schools, and their school districts that benefit both the institution of higher education and the PK-12 school district for the common goal of preparing prospective educators.	A	A	A	A	A	A	A	A	• Expand the School Partnership Committee from a predominantly college based committee to one that includes more than one PK-12 educator or administrator and this committee must find ways to make the partnership agreements responsive to the needs of FSEHD faculty and the PK-12 schools. The committee could also serve as a way to expand the voice of PK-12 faculty as a source of feedback to programs.	• The School Partnership Committee will be expanded to include field supervisors from FSEHD programs, personnel from the Office of School Partnerships and Field Placements, six partnership district clinical instructors and/or cooperating teachers representing early child-hood/elementary education, PK-12 programs, middle level education, secondary education and special education, and five partnership district administrators (superintendents, assistant superintendents, and principals). • The Committee will review the	Spring 2005 through spring 2006.	• List of School Partnership Committee membership • Minutes of committee meetings • Recommendations, if any, for changes in RIC/School District Partnership Agreement

									RIC/School District Partnership Agreement, and determine if changes are needed to make the agreements more responsive to the needs of FSEHD faculty and PK-12 partnership schools. • PK-12 members of the School Partnership Committee will serve as a source of feedback to FSEHD programs. **PROGRAM EXAMPLES:** *ART EDUCATION:* • Seek representation of both AE faculty and PK-12 art educators on School Partnership Committee to provide voice for AE Program and its specific needs regarding practicum and cooperating teachers and AE field placements – and to determine strategies for improving AE Program's working relationships with its field-based partners. • Request support from FSEHD in terms of funding for running professional development in-service workshops for PK-12 art teachers who serve as field-based partners for AE Program.	Fall 2005 through fall 2006.	• Documentation of AE representation on School Partnership Committee and list of strategies for improving relationships with AE field-based partners • Report support and initiatives taken for running professional development workshops for PK-12 partners
									EARLY CHILDHOOD: • Identify potential PK-12 educators and administrators for Partnership Committee membership.	Fall 2005 through fall 2006.	
									ELEMENTARY EDUCATION: • Identify potential PK-12 educators and administrators for School Partnership Committee membership.	Spring 2005	• List of committee members

											SECONDARY EDUCATION: • SED Faculty and practitioners will be represented at these meetings. • Participate in School Partnership Committee. *TESL:* • A TESL Advisory Committee composed of adjunct TESL faculty, cooperating teachers, program candidates, ESL administrators and the program director will be formed to discuss and make recommendations concerning policy and implementation of the preparation of TESL teachers at RIC. *TECHNOLOGY EDUCATION:* • Cooperating TE teachers will be encouraged to volunteer to become members of School Partnership Committee. • TE Faculty will be represented on this Committee.	Fall 2005 through fall 2006. Fall 2005 through spring 2006. Fall 2005 through fall 2006.	• List of possible candidates for committee membership • Recommendations to Dean • List of possible candidates for committee membership

INDICATOR	RATING	RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
3.01 *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 to teach in diverse communities and classrooms. They learn to create classrooms in which instruction builds from the cultures of their students communities.	A	• Continue to develop ways in which candidates learn about diverse communities and students and how to effectively teach in these communities. Changes should be reflected in new assessments that address the dispositions and in continued revisions to artifacts explicitly designed to assess the candidates' ability to address diversity in practice. • Program faculty need a clear understanding of cultural diversity and safeguards to assure that candidates develop a deep understanding of how culture is addressed and how it can be talked about in meaningful ways within the curriculum to preclude the perpetuation of stereotypes.	• Explicit disposition assessment tools will be developed for use at 3 assessment gates: admission, preparing to teach and exit. • Program sequence will be altered so that candidates have their required urban service learning placement in a diverse setting in Foundations 346 prior to admission to FSEHD programs, allowing candidates to learn about diverse communities and students much earlier in the program and laying a foundation for more advanced understandings and inclusive practice. • New criteria for candidate admission portfolios will include a disposition assessment tool to be completed by both the FNED 346 instructor and the urban service learning supervisor. Candidates' appreciation for and ability and eagerness to work with diverse communities and students will be a factor in admission decisions. • Common unit rubrics for Preparing to Teach and Exit Portfolio artifacts will be designed to include diversity as a key factor for all portfolios. • With diversity as a major theme in the School's Conceptual Framework, the Reflective Practice Committee will guide new faculty in course development and monitor the inclusion of diversity in programs, suggesting faculty professional development, if needed. • Faculty will continue to develop their knowledge of diversity to help candidates gain in-depth knowledge of how culture is addressed and how it can be talked about within a curriculum. Example: a faculty member with expertise in language and cultural diversity issues will partner with other faculty members to help them understand and infuse these issues into their courses and to make sure that candidates completing the programs involved have a	Spring 2005 through spring 2006.	• Disposition assessment rubrics • Assessment system flowchart representing program sequence • Unit rubrics for Preparing to Teach and Exit Portfolios • Minutes of the Reflective Practice Committee • Evidence of professional development for faculty members • Faculty recruitment strategies and outcomes data

			deep knowledge of diversity and know how to act on that knowledge. • The FSEHD will expand the number of faculty impacted by RITER Grant Objective Three. • The FSEHD will actively recruit faculty members from underrepresented groups to promote a more diverse presence in the School and to introduce diverse perspectives and break down any stereotypes. **PROGRAM EXAMPLES:** *ART EDUCATION:* • Review how all required art education courses address issues of diversity in terms of subject content and candidates' dispositions for working with students representative of diverse backgrounds. • Review current assessments of candidates' knowledge and dispositions regarding issues of diversity and pilot modifications to assessments. • Seek support for continuing professional development of AE faculty regarding issues of diversity and have AE Program representation at unit professional development initiatives and any RI Teacher Education Renewal (RITER) projects aimed at diversity. • Obtain funds for expanding multicultural art education resources both in holdings of Adams Library and AE Program materials readily available for use in AE class instruction and by candidates in their field placements. • Encourage greater AE candidate participation in College, FAS, FSEHD, and RI community activities and events throughout their studies at RIC that expand and deepen their preparation to address issues of diversity in their art teaching; initiate requirement for AE candidates to keep a diversity journal and resource binder that documents their preparation to effectively and appropriately attending to issues of diversity in their art teaching. *EARLY CHILDHOOD:* • Building on the revised unit assessment system, revise the Preparing to Teach and Exit Portfolios to	Fall 2005 through fall 2006. Fall 2005 through fall 2006.	• Curriculum map demonstrating attention to issues of diversity within AE Program • FSEHD Candidate Disposition Evaluation Forms completed by AE faculty and AE candidates (self-evaluations) • Documentation of AE faculty professional development regarding issues of diversity. • Inventory listing existing and newly acquired multicultural art education resources in Adams Library and in AE Program collection • Sample AE candidate diversity journals and resource binders • Revised portfolio instructions and

		explicitly assess the candidates' ability to address diversity in practice. • Through the RITER grant, share materials and information with ECED faculty about culture, diversity, and language difference.		• samples of portfolios • Documentation of faculty professional development
		ELEMENTARY EDUCATION: • Building on the revised unit assessment system, revise the Preparing to Teach and Exit Portfolios to explicitly assess candidates' ability to address diversity in practice. • Through the RITER grant, share materials and information with faculty about culture, diversity, and language difference.	Fall 2005 through fall 2006.	• Revised portfolio instructions and samples of portfolios • Documentation of faculty professional development
		HEALTH EDUCATION: • Continue to offer and track practicum placements in urban and urban ring partnership school districts. • Continue to provide opportunities within the community for candidates to work with students with intellectual disabilities (e.g. Special Olympics).	Ongoing	• Forms that keep track of practicum and student teaching placements for each candidate • Data indicating that candidates are given at least two opportunities to teach in urban placements
		PHYSICAL EDUCATION: • Continue to offer and track practicum placements in urban and urban ring partnership school districts. • Continue to provide opportunities within the community for candidates to work with students with intellectual disabilities (e.g. Special Olympics).	Ongoing	• Forms that keep track of practicum and student teaching placements for each candidate • Data indicating that candidates are given at least two opportunities to teach in urban placements
		SECONDARY EDUCATION: • Evaluate candidates at various points in the program on evidence of commitment to diversity and related dispositions, and on their ability to address diversity in their teaching:	Fall 2005 through fall 2006.	• Sample of Admission PTT, Exit Portfolio Rubrics assessing students

			1. FSEHD Admission Portfolio
			  *Career Commitment Essay
			  *Two Disposition Evaluations by FNED 346
			   Instructor and Field Teacher
			2. Preparing to Teach Portfolio
			  *Lesson Plan
			  *Reflection Essay
			  *Candidate Disposition Self-Evaluation
			3. Exit Portfolio
			  *School Analysis
			  *Implemented Unit Plan
			• Expand the numbers of FNED 346 students who attend Promising Practices (day-long professional development conference on diversity issues in education).
			• Candidates for Middle School Endorsement will complete a field experience in an urban setting.
			• All student teachers and their seminar instructors will attend mandatory workshop on addressing the needs of ESL students in content-area classrooms and modify lessons to accommodate second language learners.
			• FNED 346 will use urban secondary placements for tutoring component.
			• Selected faculty participate in New England Center for I Teaching diversity training.
					• Sample Reflection Essays from PTT and Exit Portfolios
					• Revised syllabi
					• Reflection Essays from FNED 346
					• Samples of Self-Evaluation on Dispositions
					• List attendance at Promising Practices
					• Materials and attendance sheets from ESL workshops

			SPECIAL EDUCATION: • As part of the Preparing to Student Teach Portfolio (PSTP), candidates will provide documentation for the range of diverse special education settings within which their field projects were conducted. Features of diversity evident in the settings must be described (PSTP Guidelines, p. 6). • Common course projects will require descriptions of students, their behavior, their communication patterns, curriculum based assessments of their academic performance and instructional programming. Within these projects, candidates must describe and appreciate the range of diversity.	Spring 2005	• Preparing to Student Teach Portfolio Guidelines and samples of candidates' portfolios • Course Projects

			TECHNOLOGY EDUCATION: • Continue placement for field experiences in urban schools. • Continue to address assessment of dispositions related to diversity. • Candidates will be introduced to community leaders and guest lecturers who have unique perspectives on diversity in communities where candidates might teach. • Use of FNED disposition forms will assist in assessment of candidates' readiness to teach in diverse settings. **TESL:** • The program director and adjunct TESL faculty will review course artifacts designed to assess candidates' ability to address diversity in practice and assessments that address dispositions. • Program faculty will attend professional development (e.g. RITER grant, Objective 3) experiences.	Fall 2005 through fall 2006. Fall 2005 through spring 2006 Spring 2005	• List of guest speakers • Revised course artifacts • Revised syllabi • FNED Disposition forms • Revised course artifacts and disposition assessments. • Professional development meeting materials and evidence of curricular improvements
3.03 *An Environment that Values Diversity.* Colleges and universities and their teacher preparation programs make issues of socio-cultural awareness, affirmation of diversity, and the preparation of culturally responsive teachers 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	A	• Continue work on the Diversity Plan; establish an advisory group that includes representation beyond the school and the college that will both critique the plan from perspectives not necessarily represented within the school and that will support the implementation of the plan throughout the school, the college and the broader community.	• The FSEHD External Advisory Committee will work with the School to critique, revise if necessary, and implement the Diversity Plan. • The FSEHD Advisory Committee will include numerous individuals from underrepresented groups as well as urban community representatives. • Financial support will be secured to support the implementation of the Diversity Plan. • Recruitment of a more diverse faculty and student body will contribute to creating an environment that values diversity. • The FSEHD Diversity Committee will include	Spring 2005 through spring 2007.	• Minutes of FSEHD External Advisory Committee • Membership of FSEHD External Advisory Committee • Documentation of financial support for diversity initiatives • Evidence of faculty and student recruitment efforts and

diversity in our state, our communities, and our schools.			representation from beyond the School. **PROGRAM EXAMPLES:** *ART EDUCATION:* • Review FSEHD Diversity Plan and use AE Advisory Committee work group to develop Art Education Program Diversity Plan aligned with and building on FSEHD Diversity Plan. • Seek diversity representation on proposed AE Advisory Committee.	Fall 2005 through fall 2006.	results • Minutes of Diversity Committee meetings • AE Program Diversity Plan • Record of diversity representation on proposed AE Advisory Committee
			EARLY CHILDHOOD: • Through the RITER grant, share materials and information with faculty about culture, diversity, and language difference.	Fall 2005 through fall 2006.	• Documentation of faculty professional development
			HEALTH EDUCATION: • Appoint members of the HPE Faculty to the Diversity Committee. • Recruit underrepresented population HPE program graduates as cooperating teachers. • Invite HPE educators from urban districts to Annual Cooperating Teacher Professional Development Workshop.	Fall 2005	• HPE faculty meeting minutes and development of action plan • Document pilot project with CVS Highlander School
			PHYSICAL EDUCATION: • Appoint members of the HPE Faculty to the Diversity Committee. • Recruit underrepresented population HPE program graduates as cooperating teachers. • Invite HPE educators from urban districts to Annual Cooperating Teacher Professional Development Workshop.	Fall 2005	• HPE faculty meeting minutes and development of action plan • Document pilot project with CVS Highlander School
			SECONDARY EDUCATION: • Continue to develop partnership with Slater Middle School (urban) with input from Slater faculty on professional development needs. • Add urban administrator (from Oliver Hazard Perry Middle School, Providence) to Middle Level Advisory Board. • SED faculty, cooperating teachers, the Secondary Education Advisory Committee, and other interested	Fall 2005 through fall 2006.	• Middle level partnership description • Recommendations to Diversity Committee and Dean • Middle Level Advisory Membership Lists and Board minutes

			professionals will assist in the identification and infusion of approaches to diversity in beginning teachers' development of dispositions toward diversity. • Invite award-winning multicultural educators (selected as outstanding by their peers and administrators and recognized at Promising Practices) to become members of a secondary education advisory group. • Coordinate schedules so that teacher candidates can participate in campus activities that create an appreciation and value for diversity. • Continue to create field experience opportunities that expand students' views of diversity and culture.		• Documentation related to conferences, field trips, etc. attended by candidates • Secondary Education Advisory Committee membership lists and minutes
			TESL: • The TESL Program Advisory Group composed of adjunct TESL faculty, cooperating teachers, program candidates, ESL administrators and the program director will review the FSEHD Diversity Plan.	Fall 2005 through spring 2006.	• Recommendations to the Dean concerning implementation of the Diversity Plan
			TECHNOLOGY EDUCATION: • The program will continue to attempt to represent the face of Rhode Island by attracting diverse populations. TE Faculty, Cooperating teachers, the Technology Education Advisory Committee, and other interested professionals will assist in the identification and infusion of approaches to diversity in beginning teachers' development of dispositions toward diversity. • Coordinate schedules so that teacher candidates can participate in campus activities that create an appreciation and value for diversity.	Fall 2005 through fall 2006.	• Documentation related to conferences, etc. attended by candidates • Recommendations to Dean and Diversity Committee

3.04. *Faculty.*					
Colleges and universities and the teacher 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.	A	• Continue to develop and implement Diversity Plan with expanded pool of advisors including individuals with experience in successfully diversifying faculty. • Consider the range of ways in which this indicator can be met by identifying cooperating teachers, guest lecturers, visiting scholars, parent/community members and others who bring diverse perspectives and experiences to the teaching of candidates.	• The FSEHD External Advisory Committee will work with the School assist with strategies for diversifying faculty as called for in the Diversity Plan. • The FSEHD Advisory Committee will include numerous individuals from underrepresented groups as well as urban community representatives who can help with diversifying faculty. • The FSEHD Diversity Committee will include representation from beyond the School and from underrepresented groups who can help with strategies for diversifying faculty. • The FSEHD will discuss diversifying faculty with representatives from higher education institutions that are successful in this endeavor. • The FSEHD will actively recruit minority faculty members. • Clinical faculty and guest presenters who represent diverse perspectives and experiences will be identified. **PROGRAM EXAMPLES:** *ART EDUCATION:* • Involve community members and individuals from beyond RI borders who are representative of diverse backgrounds and perspectives as guest speakers / presenters. Also, involve AE alumni who represent diverse backgrounds in program and make connections to organizations within RI that work specifically with diverse audiences and diversity of art and art makers. • Seek out AE cooperating teachers and practicum teachers from diverse backgrounds. • Seek support/funding for bringing in guest speakers, artists, and art educators who represent diverse backgrounds. *ELEMENTARY EDUCATION:* • Involve teachers from diverse backgrounds and teachers of ELLS in ELED curriculum review and	Spring 2005 through spring 2007. Fall 2005 through fall 2006.	• Minutes of FSEHD External Advisory Committee • Membership of FSEHD External Advisory Committee • Evidence of expanded faculty recruitment strategies and results • Documentation of efforts and results • List of clinical faculty and guest presenters representing diversity • Evidence of requirements that candidates attend campus events (lectures, workshops) presented by and focused on people with diverse perspectives and experiences • Documentation of guest speakers / presenters who represent diverse backgrounds and bring diverse perspectives to teaching of AE candidates • Record of recruitment efforts for diverse AE practicum teachers and cooperating teachers • Documentation of teacher involvement

		implementation.		
		HEALTH EDUCATION: • Provide HPE faculty and candidates the opportunity to participate in Promising Practices and workshops and lectures during the College's Diversity Week.	Fall 2005	• Agendas, rosters and programs from workshops attended by faculty during Diversity Week and discussion at subsequent HPE faculty meetings • Course assignment for candidates in HED 409
		MUSIC: • The list of cooperating teachers in Music Education will be expanded resulting in greater diversity.	Fall 2005 through spring 2006.	• List of cooperating teachers
		PHYSICAL EDUCATION: • Provide HPE faculty and candidates the opportunity to participate in Promising Practices and workshops and lectures during the College's Diversity Week.	Fall 2005	• Agendas, rosters and programs from workshops attended by Faculty during Diversity Week and discussion at subsequent HPE faculty meetings • Course assignment for candidates in PED 409
		SECONDARY EDUCATION: • Work with Dean's office to identify sites to advertise faculty vacancies so as to maximize the likelihood that the postings will reach minority populations. • Solicit clinical faculty from urban public schools to teach SED and middle level classes. • Continue to collaborate with Dialogue on Diversity Committee and Promising Practices to bring members of diverse communities on campus and support such programs by integrating into secondary education courses.	Fall 2005 through fall 2006.	• Advisements • Dialogue on Diversity/Promising • Practices programs Recommendations from SED Advisory Committee

			TESL: • The program director and adjunct TESL faculty will identify and invite guest lecturers, parent/community members and others who bring diverse perspectives and experiences to the teaching of candidates to make presentations in TESL courses and seminars.	Fall 2005 through spring 2006.	• Documentation of presentations made by guest lectures, parent/ community members and others who bring diverse perspectives and experiences to the teaching of candidates
			TECHNOLOGY EDUCATION: • Currently, two cooperating teachers are teaching Technology Education courses in the program. The program has a history of utilizing guest lecturers, and community members in the classroom as resources for our teacher candidates. Students and faculty are also invited guests of many urban schools. We will continue to assure that our candidates work in a variety of educational settings with diverse teachers. • The program will continue to have a very high percentage of female students in this non traditional subject area.	Fall 2005 through fall 2006.	• Female teachers are often used as mentors to our students. We will document their school visits and the work provided to the program. • We will continue to use our urban partnerships which students document in their journals. • Create advisory resource lists for community outreach for TE Students

3.05 *Students.* Colleges and universities and their teacher 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 teaching force. Prospective teachers from diverse cultural backgrounds and with experiences that differ from the other prospective teachers find their participation is elicited, valued, and affirmed throughout the preparation program.	A	• Continue to develop and implement Diversity Plan with expanded pool of advisors including individuals with experience in successfully diversifying students.	• The FSEHD Diversity Committee will include representation from beyond the School and from underrepresented groups who can help with strategies for diversifying students. • The FSEHD Diversity Committee will develop a detailed plan for recruiting and retaining students from underrepresented groups and submit it to the dean. • The FSEHD Diversity Committee will be provided funding to carry out their plan. • The FSEHD Advisory Committee will include numerous individuals from underrepresented groups as well as urban community representatives who can help with diversifying students. • The FSEHD will discuss diversifying students with representatives from higher education institutions that are successful in this endeavor. **PROGRAM EXAMPLES:** *ART EDUCATION:* • Make contact both within and beyond College with organizations and activities that support and mentor individuals from diverse backgrounds -- and promote AE Program in these venues. • Develop greater awareness of scholarship monies available to candidates from diverse backgrounds who wish to become art teachers and seek out applicants, in particular for Rosati Endowed Scholarship for African-American female AE student. • Work with RI Art Education Association and secondary art teachers throughout RI to recruit more diversity among students electing to pursue art teaching career.	Spring 2005 through spring 2007. Fall 2005 through fall 2006.	• Minutes of FSEHD Diversity Committee • Diversity Committee detailed plan and evidence of funding approval • Evidence of expanded student recruitment and retention strategies and results • Membership of FSEHD External Advisory Committee • Minutes of FSEHD External Advisory Committee • Documentation of outreach efforts both within and beyond College to promote AE Program to potential AE candidates from diverse backgrounds • Records of publicity efforts with information about scholarship monies for AE candidates from diverse backgrounds • Documentation of initiatives to collaborate with RI Art Education Association and RI secondary art teachers to recruit more diversity in AE candidates

			ELEMENTARY EDUCATION: • Consider how to use OASIS advising to better support students from diverse backgrounds.	Fall 2005 through fall 2006	• OASIS records
			SECONDARY EDUCATION: • The SED faculty and its many Advisory Committees will review RIC's Diversity plan and recommend strategies to recruit students. • Work closely with teachers who teach historically racially and ethnically diverse populations. • Create a systemic plan for recruiting and supporting racially and ethnically diverse student populations. • Develop photographic displays of teacher candidates in the field that illustrate the diversity of teacher candidates and model multicultural practices in schools.	Fall 2005 through fall 2006.	• Document plan for recruiting racially and ethnically diverse student populations • Document recommendations to Dean • Document links with teachers who teach historically racially and ethnically diverse populations. • Document efforts to implement Diversity Plan • Photographs of displays
			TECHNOLOGY EDUCATION: • Continue efforts to recruit minority and underrepresented populations into the program. • The TE faculty will review RIC's Diversity plan and recommend strategies to recruit students who might not normally chose Technology Education as a profession. • Work closely with teachers who teach racially and ethnically diverse populations.	Ongoing	• Document plan for recruiting racially and ethnically diverse student populations • Document links with teachers who teach historically racially and ethnically diverse populations. • Document efforts to implement Diversity Plan

4.06 *Resources.*					
Approved programs assure access to adequate resources to support teaching and scholarship, including the necessary facilities, equipment, library, curriculum resources, educational technology, and financial resources to support quality programs.	A	• Examine the work load that the revised expectations in teacher preparation place on faculty in terms of teaching, curriculum development, assessment design, advising, and reporting, which may exceed what a traditional course load might indicate. This review may lead to the identification of the need for additional staffing and/or other resources. It is also important that these critical aspects of working in a teacher preparation program be adequately weighted in the promotion and tenure decisions. • Continue to marshal the funds necessary to adequately fund the programs in teacher preparation so they can maintain the level of resources necessary to meet the standards for program approval. • Secure funding necessary to support true technology integration throughout programs to support the FSEHD efforts in this area. • As programs review their candidate assessment systems, the resources of an outside evaluator be used to provide a critical voice in examining the consistency of data across programs. • Review the ratio of candidates in programs to specific program faculty to assure that the quality of the program is not compromised by inadequate support in terms of FTE. In some programs, the small number of faculty members manages to maintain a high quality program, but there is concern about how long this level of quality can be maintained. This is specifically directed to programs that are not within the FSEHD (e.g., Art Ed., Music Ed.).	• The FSEHD will hire a new staff member, a Data Management Coordinator, to support quality programs through assistance with assessment and identification of program improvement needs, and with electronic documentation/reporting. • The FSEHD will secure load credit for a new position of Secondary Education Coordinator. • The FSEHD will secure load credit for Elementary Education content major advisement. • The FSEHD will encourage the College bargaining team to provide resources via the new faculty contract to recognize teacher education workload and faculty commitments. • The FSEHD will continue to be allocated College funds necessary to support programs. • The FSEHD will actively seek additional funding to support program quality. • The FSEHD will structure support for faculty to maintain and enhance program quality. • The FSEHD will encourage faculty to engage in campus professional development (e.g. Department Technology Liaisons will encourage participation in User Services workshops). • The FSEHD will seek eternal evaluation of its assessment and data systems. • The FSEHD will better communicate that the full Art and Music departments support Art Education and Music Education with the majority of program courses taught by a range of department faculty members and with commitment by both departments and the FAS Dean's Office to these arts educator programs. **PROGRAM EXAMPLES:** *ART EDUCATION:* • Conduct review of the staffing levels within the Art Education Program in light of RIBTS & Program Approval Standards that place great demands on a program with 2 full-time faculty. An analysis of the program and the expectations placed upon it suggest the need for an additional faculty member and additional faculty load credit for the tasks demanded	Spring 2005 through spring 2007. Fall 2005 through fall 2006.	• Data Management Coordinator hired • Documentation of Secondary Education Coordinator position • Documentation of support for Elementary Education content major advisement • Documentation of contractual changes • Documentation of additional funding sought and received (e.g. grants) • Technology Working Group Minutes and support for technology infusion • Documentation of faculty and chair professional development • Documentation of assessment and data system evaluation • Documentation of Art and Music faculty participation in education programs • Documentation of College commitment to and action in addressing AE staffing needs and of support provided for carrying out plans for more

			• by AE Program needs and program approval. • Initiate conversations with Art and DES Dept. Chairs and FAS and FSEHD Deans regarding the need for an additional AE faculty member in light of RIBTS and Program Approval Standards that place great demands on a program with 2 full-time faculty. • Request additional faculty load credit to support AE faculty teaching, scholarship, and promotion and enable AE faculty to carry out plans for more fully satisfying program approval standards as proposed in this report. • Engage adjunct AE faculty in with AE candidate advisement, recruitment and management of field-based partners, and other initiatives outlined in this report. • In cooperating with RIC's Director of User Support Services, develop a strategic plan for equipping the AE Program classrooms with computer / technology resources to enable modeling of the integration of technology into instruction. • Take initiatives to obtain needed library, curriculum, and other AE resources as recommended by AE faculty and Advisory Committee.		fully satisfying program approval standards • Report on progress in obtaining needed technology, library, curriculum, and other AE resources
			EARLY CHILDHOOD: • Department chair will review the equitable distribution of faculty load and assessment tasks. • Work with the Dean's office to seek and manage resources.	Fall 2005 through fall 2006.	• List of department committee assignments
			ELEMENTARY EDUCATION: • Department chair will review the equitable distribution of faculty load and assessment tasks. • Work with the Dean's office to seek resources. • Work with the Dean's office to secure resources needed to increase technology integration in the program.	Fall 2005 through fall 2006. Fall 2005 through fall 2006.	• List of department committee assignments • Documentation of resources • Course charts and curriculum maps showing technology integration
			HEALTH EDUCATION: • Discussions between FSEHD Dean's Office, Department Chair and faculty.	Fall 2005	• Evidence of efforts to hire new faculty

			• Efforts to recruit new faculty. • Collaboration with FSEHD Dean's Office and Data Collection Coordinator.	Ongoing	
			PHYSICAL EDUCATION: • Discussions between FSEHD Dean's Office, Department Chair and faculty. • Efforts to recruit new faculty. • Collaboration with FSEHD Dean's Office and Data Collection Coordinator.	Fall 2005 Ongoing	• Evidence of efforts to hire new faculty
			SECONDARY EDUCATION: • SED Chairperson will consult with faculty and staff in order to recommend to the Dean the resources that need to be obtained so that adequate resources and personnel are available to support teaching, research and service. • Grant-writing workshop will be offered to faculty of Ed Studies. • Chair will work with ORGA to develop funding resources. • Assessment recommendation Committee for SED evaluation may be established to assist in reliable and valid assessment of teacher candidates. • Programs have a pool of qualified adjuncts and support personnel to ensure quality teaching. • Faculty are receiving upgraded computers as they become available --- digital media, DVD, flash drives, and software, etc are supported by new computers. • Requests for new faculty positions have been forwarded to the Dean.	Summer 2005 through fall 2006.	• Document recommendations to FSEHD • Grant workshop materials and documentation of grants developed • Creation and list of Advisory committee for assessment • Grant Resource List • Computer Roll out list • Recommendation for faculty positions
			TECHNOLOGY EDUCATION: • TE faculty and staff will consult with FSHED dean and Department of ED Studies Chairperson to recommend that adequate resources and personnel are available to support teaching, research and service. • Grant-writing workshop has been offered to faculty of ED Studies – TE faculty plan to attend. • Assessment recommendation committee for TE evaluation may be established to assist in reliable and	Ongoing	• Document recommendations to FSEHD • Grant workshop materials and documentation of grants developed • Creation and list of advisory committee for

			valid assessment of teacher candidates. *TESL:* • The TESL Program Advisory Group will meet to discuss and make recommendations to the Educational Studies Department Chair concerning the need for additional resources to support the TESL program.	Fall 2005 through spring 2006.	assessment • Recommendations to the Educational Studies Department Chair concerning the need for additional resources to support the TESL program
4.07 *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.	A	• Convene a group that cuts across departments and that extends beyond chairs to study the specific strengths of each program (e.g., HED/PED involvement of practitioners in assessment, special education's descriptive rubrics, elementary education's strong link to schools, art/music exhibitions, technology integration in some secondary programs) and build a common unit assessment that capitalizes on the individual strengths. • Expand the field partnership committee to bring the voices of many PK-12 educators to the forefront in program design and implementation so they are a coherent part of the preparation continuum at the College. • Revisit curriculum maps, syllabi, and assessments in a way that distills what is most important at each step of the assessment and clearly documents those specifications and uses that guide to communicate expectations to students. As	• A faculty working group will be convened to share practices and develop a common assessment system. • The School Partnership Committee will be expanded to include field supervisors from FSEHD programs, personnel from the Office of School Partnerships and Field Placements, six partnership district clinical instructors and/or cooperating teachers representing early childhood/ elementary education, K-12 programs, middle level education, secondary education and special education, and five partnership district administrators (superintendents, assistant superintendents, and principals). • Programs will revisit curriculum maps, syllabi and assessments to distill key RIBTS at each step of the program and in each assessment. • The unit faculty working group will agree upon key RIBTS in each unit assessment. • The unit will explore the validity of using RIBTS as the foundation for all assessments and relating these to Conceptual Framework themes for the purposes of data collection, rather than evaluating both RIBTS and Conceptual Framework themes.	Spring 2005 through spring 2006.	• FSEHD initial programs candidate assessment system flowcharts • Membership of School Partnerships Committee • Program curriculum maps • Unit assessment directions/expectations and rubrics • RIBTS and Conceptual Framework alignment grid and results of statistical analysis of RIBTS and Conceptual Framework overlap in assessments

			PROGRAM EXAMPLES:		
		one part of this recommendation, the FSEHD may want to merge the Conceptual Framework and the RIBTS rather than continuing to view them as parallel structures.	**ART EDUCATION:** • Convene work group of the AE Advisory Committee -- with PK-12 art educators in significant representation -- to review AE Program's curriculum maps, syllabi and assessments in light of recommendations made by visiting team with the goals of strengthening the AE Program, developing greater coherency within it, and better clarifying expectations to AE candidates. • Seek AE faculty and PK-12 art educator representation on the School Partnership Committee. • Have AE faculty participate in any unit- initiated program dialogues initiated to develop more coherence across programs.	Fall 2005 through fall 2006.	• Documentation of AE Advisory Committee work • List of AE representation on School Partnership Committee • Documentation of AE faculty participation in unit dialogues promoting more coherence across programs
			EARLY CHILDHOOD: • Membership in FSEHD committees. • Membership in Partnerships Committee. • Review course charts and curriculum maps and determine where specific standards will be emphasized and assessed in the program.	Fall 2005 through fall 2006.	• Minutes of committee meetings • Revised course charts and curriculum maps
			ELEMENTARY EDUCATION: • Continue membership in FSEHD committees. • Continue membership in OSPFP committee. • Review course charts and curriculum maps and determine where specific standards will be emphasized and assessed in the program.	Spring 2005 Spring 2005	• Minutes of committee meetings • Revised course charts and curriculum maps
			HEALTH EDUCATION: • Share practices related to HPE Annual Cooperating Teacher Professional Development Workshops and inclusion of P-12 practitioners in the evaluation of the "Preparing to Teach" and "Exit" portfolios.	Ongoing	• Invitations to representatives of other FSEHD Departments to the Annual Cooperating Teachers Professional Development
			MUSIC: • Music Ed. curriculum map will be revisited.	Fall 2005 through spring 2006.	• Curriculum map

			PHYSICAL EDUCATION: • Share practices related to HPE Annual Cooperating Teacher Professional Development Workshops and inclusion of P-12 practitioners in the evaluation of the "Preparing to Teach" and "Exit" portfolios.	Ongoing	• Invitations to representatives of other FSEHD Departments to the Annual Cooperating Teachers Professional Development
			SECONDARY EDUCATION: • Department Advisory Committee will develop strength and weakness matrix for program. • Suggest development of Website that celebrates/informs achievements of program and field placement experiences. • Examine curriculum maps for linkages across programs.	Fall 2005 through fall 2006.	• Matrix results • Website
			TECHNOLOGY EDUCATION: • TE Coordinator will share strengths of TE program and others. • Use of TE Advisory Committee to review strength and weakness program map. • Suggest development of Website that celebrates/ informs achievements of program and field placement experiences. • TE program will participate as leader in piloting common assessment system for unit.	Spring 2005 though spring 2006.	• Review of Curriculum Map • Efforts to develop website • Piloting of new unit rubrics
			TESL: • The TESL program director will participate in meetings highlighting the specific strengths of FSEHD graduate programs. • The TESL Advisory Committee will review the program curriculum map, course syllabi and assessments to ensure that coherence exists between RIBTS and student outcomes, courses, field experiences, instruction, and assessment.	When meetings are announced.	• Curriculum map • Course syllabi • Course assessments Field experiences (description and assessment)

4.09 *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.	A	• Develop additional mechanisms (e.g., advisory groups, training) that allow the voices of PK-12 practitioners to directly impact policy and implementation of the preparation of teachers at RIC.	• The FSEHD will develop an External Advisory Committee of PK-12 practitioners and urban community members. • Programs will be provided support to involve PK-12 practitioners in program design and implementation. • The School Partnerships Committee will expand its membership to include more PK-12 practitioners (see above).	Spring 2005 through spring 2006.	• FSEHD External Advisory Committee membership and minutes • Documentation of program advisory committees or other mechanisms for involvement of PK-12 practitioners • Documentation of FSEHD support for program involvement of PK-12 practitioners • Membership of School Partnerships Committee • Minutes of School Partnerships Committee
			PROGRAM EXAMPLES: *ART EDUCATION:* • Form Art Education Advisory Committee of faculty, adjunct College Supervisors, candidates and alumni, PK-12 art teachers who serve as Practicum and Cooperating Teachers, and other art education professionals from the RI community to review and make recommendations regarding the AE Program-specific assessment of expected outcomes at each phase: admission, retention, pre-student teaching, and exit. • Seek support from unit -- in the form of AE faculty load credit & AE practitioner stipends &/or substitute teacher coverage -- to review and revise AE assessment system, train evaluators, and make assessments of candidates' portfolios. • Have AE Advisory Committee members participate in unit training sessions on using unit assessment of Preparing to Teach Portfolio and Exit Portfolio in a consistent manner.	Fall 2005 through fall 2006.	• List of AE Advisory Committee members and activities, including participation in candidate assessment training sessions • List AE representation on School Partnership Committee

			• Seek representation of PK-12 art teachers/AE Practicum Teachers and Cooperating Teachers on the School Partnership Committee.		
			EARLY CHILDHOOD: • Convene an external advisory committee consisting of college faculty and cooperating teachers to review preparing to teach and exit portfolio components, cooperating teachers' understanding of the varied assessments, and effectiveness of the portfolio in measuring the knowledge, skills, and dispositions necessary for successful teaching.	Fall 2005 through fall 2006.	• Committee agendas and minutes
			ELEMENTARY EDUCATION: • Convene an external advisory committee consisting of college faculty and cooperating teachers to review preparing to teach and exit portfolio components, cooperating teachers' understanding of the varied assessments, and effectiveness of the portfolio in measuring the knowledge, skills, and dispositions necessary for successful teaching.		• List of recommendations from external advisory committee
			HEALTH EDUCATION: • Continue and refine HPE Annual Cooperating Teacher Professional Development Workshops. • Continue and refine the practice of including P-12 practitioners in the evaluation of the "Preparing to Teach" and "Exit" portfolios.	Ongoing	• Agendas and rating rubrics
			MUSIC: • Develop a committee of practitioners to advise the Music Ed. program regarding issues of curriculum, cooperation, and practice.	Spring 2006	• Agendas from committee meetings
			PHYSICAL EDUCATION: • Continue and refine HPE Annual Cooperating Teacher Professional Development Workshops. • Continue and refine the practice of including P-12 practitioners in the evaluation of the "Preparing to Teach" and "Exit" portfolios.	Ongoing	• Agendas and rating rubrics

			SECONDARY EDUCATION: • A working group will assist in the improvement of the preparation of teacher candidates: Secondary Education Advisory Committee. • The SED program continue to develop and offer a series of workshops for training interested teachers who plan on continuing as cooperating teachers and those who want to become one for the first time.	Ongoing	• Workshop training materials • Committee minutes that show impact

			TECHNOLOGY EDUCATION:
			• The TE program will establish two working groups to assist in the improvement of the preparation of teacher candidates:
			  - Technology Education Advisory Committee
			  - TE Assessment Committee
			• The TE program will continue to develop and offer a series of workshops for training interested teachers who plan on continuing as cooperating teachers and those who want to become one for the first time.
				Spring 2005 through spring 2006.	• Committee Lists
					• Workshop training materials

			TESL: • A TESL Advisory Committee composed of adjunct TESL faculty, cooperating teachers, program candidates, ESL administrators and the program director will be formed to discuss and make recommendations concerning policy and implementation of the preparation of TESL teachers at RIC.	Fall 2005 through spring 2006.	• List of members of TESL Advisory Committee and minutes of meetings
4.10 *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 and improvement of the program.	A	• Work with all teacher preparation programs to review the recommendations of this report, revise plan to aggregate data for program monitoring and improvement to assure that the recommendations of this report are reflected in that system, and proceed with the development of this element of unit assessment.	• The Committee of Chairs and Directors and faculty within each department will review the recommendations of this report and summarize priority needs by program. • The FSEHD will develop a plan to aggregate data. • The FSEHD will use the aggregated data to monitor and improve programs.	Spring 2005 through spring 2007.	• FSEHD RIPA Report summary • FSEHD Faculty Meeting to discuss RIPA report recommendations • Programs' review and priority documents • Documentation of implemented data aggregation plan using PeopleSoft

					• Documentation of program use of data for monitoring and program improvement

	PROGRAM EXAMPLES: *ART EDUCATION:* • Establish a more formal mechanism for using stages of the assessment of candidate performance as opportunities for AE faculty and AE Advisory Committee to monitor the quality of the program – and where necessary to make modifications. • Participate in unit-sponsored meetings initiated to facilitate dialogues among programs and support needed program revisions.	Fall 2005 through fall 2006.	• Documentation of AE Advisory Committee work on monitoring quality of AE Program. • Documentation of unit-sponsored dialogues and initiatives to support AE Program revisions
	SECONDARY EDUCATION: • Implement suggestions from DAC and SED Advisory Committee.	Fall 2005 through fall 2006.	• Revised syllabi, course charts and curriculum maps • Documentation of program monitoring and improvement
	TECHNOLOGY EDUCATION: • Participate in unit-developed systematic, coherent process for data gathering. • Implement suggestions from TE Assessment.	Fall 2005 through fall 2006.	• Rubrics aligned with Unit assessment • Revised syllabi • Documentation of program monitoring

ADVANCED PROGRAM IN READING

INDICATOR	RATING	RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
1.01 *Continuous Assessment..* Prospective educators are assessed through an ongoing process that begins with admission into a program and continues through the recommendation for licensure.	A	• Fill the open position as soon as is practical in order to implement the assessment system as designed.	• Pursue an aggressive plan for recruiting two new faculty members. Seek administration agreement to provide competitive salaries and send faculty to leading institutions for recruitment purposes.	Fall 2005 through spring 2006.	• Evidence of administration agreement • Faculty members hired
1.02 *Admission into the Program.* Prospective educators are admitted to certification programs based upon clearly articulated criteria that address the students' potential to meet the standards for licensure.	A	• Establish criteria for standardizing the candidate interview and the criteria by which it is evaluated. • Articulate the criteria used for evaluating candidates' letters of reference.	• Develop criteria and a rubric to standardize interview. • Criteria for evaluating letters of reference will be developed.	Fall 2005	• Interview protocol and rubric • Criteria for evaluating reference letters

1.03. *Advisement, Feedback, and Counseling Throughout the Program.* Prospective educators' progress towards meeting the standards is monitored and they receive academic and professional advisement from admission through completion of their educational programs.	A	• Articulate the processes for advisement, feedback, and counseling in a written format and provide this information to candidates to ensure they are aware of the processes and the evaluation criteria used at each defined checkpoint [e.g., readiness for summer clinic or recommendation for certification].	• Revise program handbook to emphasize admission expectations. • Strengthen advising at the point of plan of study development so that students are guided through the assessment system.	Spring 2006	• Copy of completed handbook • Advisement records or sheets
1.05 *Assessment at the Completion of Clinical Experiences.* Prospective educators demonstrate their performance with respect to the standards for the completion of student teaching or supervised internship through an evaluation process that is shared by the college or university supervisor and the cooperating teacher or internship supervisor.	A	• At least two trained raters review candidates' final portfolios [with clear criteria for evaluation]. • Align to the 2003 IRA Standards; train internship supervisors in evaluating candidates' performances on the 2003 IRA Standards.	• Two faculty members will review exit portfolios. • Align exit portfolio with 2003 IRA Standards. • Faculty who supervise reading clinic internship will be trained to align evaluation of candidate performance with 2003 IRA Standards.	Spring 2006	• Evaluated portfolios with scored rubrics
1.07 *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.	A	• Align the reading program and its accompanying assessments with the 2003 International Reading Association standards to ensure the validity of the inferences drawn from the assessment information.	• A fall faculty retreat will include review of a draft of proposed assessments and alignment with courses in the program. • A course map will be prepared demonstrating that the assessment system is standardized across sections.	Fall 2005	• Course maps
1.08 *Reliability of Assessment Systems.* Assessment system yield fair, accurate, and consistent evaluation of prospective educators.	A	• Once the reading faculty hires an additional faculty member, the faculty member should receive training on making judgments at all of the decision points in the assessment system for which he or she will be making judgments. • Collect data on the reliability of critical assessments.	• At a faculty retreat, checkpoint documents will be reviewed by means of a tuning protocol to establish reliability. Biannually, the tuning protocol will be repeated and data will be gathered on reliability.	Fall 2005 through spring 2006.	• Data on tuning protocols collected from faculty or reliability data

2.01 *Professional and Pedagogical Knowledge.* Candidates follow a well-planned scope and sequence of courses and experiences to develop the knowledge, dispositions, and skills encompassed in the professional standards.	A	• Include appropriate coursework and field work for candidates to develop a deep understanding of reading processes and issues at the secondary level.	• One of the two faculty to be hired for the 2006-2007 academic year will have background and experience at the secondary level. • ELED 501, Reading in the Content Areas, will include a field work component that requires the creation of a lesson plan and its implementation that has been developed after consultation with a secondary school content area teacher.	Spring 2006 and review implementation in fall 2006.	• Course syllabi and rubrics • Lesson plan assignment directors • Completed lesson plans
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.	U	• Develop a set of technology expectations for candidates that encompass the performance skills needed by candidates to complete coursework and also include the indicators for technology outlined in 2003 IRA Standards Two, Three, and Four.	• Technology requirements will be identified; activities will be developed with rubrics and placed in [names of courses.]	Spring 2006	• Course syllabi and rubrics • Need to add evidence-candidate work sample showing use of technology as instructional tool
2.05 *Coherence.* Prospective educators pursue coherent educational studies that are grounded in research and theory.	A	• Clearly articulate the best practices for reading instruction and the best practices for reading assessment faculty believe all candidates should know. After making this determination, course syllabi, instruction, and assessments should be revised to ensure that all candidates learn the best practices articulated by the program faculty [without content variations across sections].	• At a fall faculty retreat, common best practices and assessments will be developed for use across sections of the same course.	Fall 2005	• Course syllabi and rubrics • Minutes from retreat • Common assessment directors and rubrics
2.06 *Extensive Clinical Experience.* Prospective educators complete purposeful and sequenced field experiences, including field experience prior to internship periods. Through an internship they have the opportunity to experience all aspects of being a reading specialist.	U	• Design extensive clinical experiences for candidates that provide purposeful and sequenced field experiences with opportunities to learn the 2003 IRA Standards and indicators. • Develop a process to provide candidates not working in schools with appropriate access to schools in which to practice using instructional techniques and assessments of student reading abilities.	• For each course, faculty will develop simulated experiences for in class use. Field-based experiences will be developed for each course in the program. • Candidates without access to schools will be paired with classmates in schools or graduates from the program to provide access to schools for all candidates to engage in field experiences.	Spring 2005 through spring 2006.	• Rubric data • Curriculum map for field experiences
2.07 *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.	A	• Develop and implement criteria for field experiences to ensure that candidates complete field experiences in a variety of settings including settings that serve culturally, linguistically, and economically diverse students and classrooms that serve students with a range of abilities including students with exceptional needs as well as at PK-12 school levels.	• Data will show that the summer reading clinic enrolls students from diverse backgrounds. • In ELED 685,686 and 629, develop field experiences that address diversity requirements. • Explore ways to expand secondary field experiences.	Spring 2006	• Demographic data from field-based experience • Course syllabi
2.08 *Effective Field Sites.* Prospective educators complete field experiences in settings where they have the opportunity to practice their learning in ways that is consistent with the IRA Standards.	U	• Institute field experiences that will provide candidates with opportunities to practice the knowledge and skills outlined in the standards and indicators for the 2003 Literacy Standards for Reading Specialists [beyond 30 hours summer clinic and one day of job shadowing].	• Create and implement field experiences in each course that are linked with 2003 IRA Standards.	Spring 2006	• Course syllabi • Curriculum map for field experiences • Candidate field experience logs/journals
2.09 *Effective Cooperating Teachers and Internship Supervisors.* Approved programs place prospective educators exclusively with cooperating teachers and internship supervisors whose practice is consistent with the IRA Standards. The 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.	A	• Develop criteria for internship supervisors to ensure that candidates are placed with reading specialists and internship supervisors whose practice is consistent with the 2003 IRA Standards.	• Criteria for adjunct faculty will be created. • Criteria for selecting reading specialists to be shadowed will be developed. [• Criteria for reading clinic supervisors who are not program faculty will be developed.]	Fall 2005	• Written criteria
2.10 *Recruit and Prepare Cooperating Teachers and Internship Supervisors.* Approved programs recruit cooperating teachers, internship supervisors, or mentors whose practice is consistent with the International Reading Association Standards and who are committed to supporting the development of prospective educators.	A	• As faculty members align the program to the 2003 IRA Standards, develop criteria for selected internship supervisors to ensure that candidates are placed with reading specialists and partnership supervisors whose practice is consistent with the 2003 IRA Standards.	• Criteria for adjunct faculty will be created. • Criteria for selecting reading specialists to be shadowed will be developed.	Fall 2006	• Written criteria

The programs provide professional development opportunities to help these educators serve effectively in these roles and other incentives to encourage them to assume these responsibilities.		• Collaborate with internship supervisors and mentors to develop appropriate professional development opportunities to help the supervisors effectively serve in their role of internship supervisors.			
2.11. *College/University ad School Partnerships.* Approved programs establish collaborative and respectful relationships between college and university faculty and field-based educators for the common goal of preparing prospective educators.	A	• Articulate criteria for establishing collaborative and respectful relationships with field-based educators for the purpose of preparing prospective educators and implement these criteria as partnerships are formed or formalized.	• Develop a professional bond between candidates and graduates of the program. • Formalize a partnership with local school districts.	Fall 2005 Spring 2006	• Written plan • Written description of formal agreement
3.01 *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 I 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	A	• Design and implement field based experiences that provide all candidates with opportunities to develop skill working with diverse groups of students.	• Classroom-based experiences will be developed to raise awareness, develop positive attitudes and gain insight into life in diverse communities.	Fall 2005 through spring 2006.	• Course syllabi • Candidate field experience logs/journals

INDICATOR	RATING	RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
their students communities.					
3.02 *Field Experiences that Capitalize on the Diversity of P-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	U	• Design and implement field based experiences that provide all candidates with field experiences that assure interaction with exceptional students and students from different ethnic, racial, gender, socio-economic, language, and religious groups.	• See 2.07 and 2.08. • Field-based assignments will be developed by faculty that require candidates to work directly with exceptional students and students from diverse backgrounds.	Spring 2006	• Course syllabi • Demographic data on schools used for field-based experiences • Candidate work samples

INDICATOR	RATING	RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
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.					
3.03 *An Environment that Values Diversity.* Colleges and universities and their teacher preparation programs make issues of socio-cultural awareness, affirmation of diversity, and the preparation of culturally responsive	A	• Work with current candidates and other appropriate RIC personnel to define and establish practices to ensure that the issues of socio-cultural awareness, affirmation of diversity, and the preparation of culturally responsive teachers is one of the central	• Work with campus groups that promote awareness of cultural diversity. Develop a plan for improving the campus environment for all candidates. • Arrange to have candidates attend the cultural diversity conference on campus. • Bring in speakers who teach or work with the	Fall 2005 Spring 2006 Spring 2006	• Written description of plan • Record of conference attendance • Minutes of session

INDICATOR	RATING	RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
teachers 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.		missions of the reading program.	culturally diverse community.		
3.04 *Faculty.* Colleges and universities and the teacher 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.	A	• Recruit, hire and retain a diverse part-time and/or full-time faculty to work with candidates in the reading program.	• Faculty teaching reading courses now includes a female from Turkey. (Hired for fall 2005 for whom English is not a first language.) • Recruitment efforts for new faculty (see standard 1.01) will target minority populations. • Consideration will be given to hiring part-time, culturally diverse faculty.	Fall 2005 Fall 2006 through spring 2006.	• Documented recruitment efforts • Faculty demographics and curriculum vitae

INDICATOR	RATING	RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
3.05 *Students.* Colleges and universities and their teacher 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 teaching force. Prospective teachers from diverse cultural backgrounds and with experiences that differ from the other prospective	A	• Develop and implement strategies to recruit, support, and retain a diverse student body in the reading program.	• Collaborate with RIC Minority Concerns Working Group and FSEHD Diversity Committee. • [Market program to/in urban schools?]	Fall 2005	• Written description of efforts to attract and retain diverse candidates

INDICATOR	RATING	RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
teachers find their participation is elicited, valued, and affirmed throughout the preparation program.					
4.06 *Resources.* Approved programs assure access to adequate resources to support teaching and scholarship, including the necessary facilities, equipment, library, curriculum resources, educational technology, and financial resources to support quality programs.	A	• Recruit and hire a qualified faculty member as soon as is practical.	• See 1.01		

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

4.07 *Coherence Within and Across Programs.* Approved programs ensure that coherence exists between the International Reading Association Standards and student outcomes, courses, field experiences, instruction, and assessment, both within and across programs.	A	• Continue with plans to align the reading program to the 2003 Standards. Re-aligning the program to a new set of standards will likely require additional resources in order to successfully transition from the 1998 to the 2003 IRA Standards.	• Devote resources to development of a comprehensive assessment system. • Develop common assessments for all sections. • Create a curriculum map demonstrating the program's coherence. • Develop a list of resources (books, tests, etc.) necessary to meet the 2003 standards.	Spring 2005 Fall 2005 Fall 2005 Fall 2005	• Assessment System description • Syllabi • Assessments and outcomes • Curriculum map • List of materials ordered
4.09 *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.	A	• Develop criteria and protocols for supporting collaboration among program faculty members, school personnel, and other members of the professional community to prepare reading specialists as well as improve the quality of children's education.	• Review assessment expectations at a faculty retreat. • Conduct annual Advisory Committee meeting. • Support conference participation in which higher education faculty and school personnel make joint presentations.	Fall 2005 Fall 2005 Spring 2006	• Assessment system • Minutes of Advisory Committee meetings • Conference programs

ADVANCED PROGRAM IN COUNSELING

INDICATOR	RATING	RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
1.01 *Continuous Assessment.* Prospective educators are assessed through an ongoing process that begins with admission into a program and continues through the recommendation for licensure.	A	• Develop a detailed plan of assessment that is aligned with CACREP and ASCA standards. The plan should begin with admission into the program and continue through licensure. This assessment plan should have at least three decision points – at admission, prior to the counseling internship, and at recommendation for licensure, and should require multiple sources of data for each of the major decision points.	• Systematize current sources of data that are relevant to the ASCA standards into an assessment plan. • Revise internship evaluation forms so that they are aligned with ASCA standards. • Develop "Assessment Report Card" for all school counseling students.	Spring 2006 through fall 2006.	• Sources of data will include: *Admission* 1) Admission Form Profile Score 2) Performance-Based Evaluation *Pre-Internship* 1) Pre-Internship Portfolio Evaluation 2) "Readiness Meeting" with Advisor *Exit* 1) Comp Exam 2) Post-Internship Portfolio Review • An "Assessment Report Card" documenting the student's status at the three assessment points.

1.02 *Admission into the Program.* Prospective educators are admitted to certification programs based upon clearly articulated criteria that address the students' potential to meet the standards for licensure.	U	• Establish clear admissions criteria that address candidates' potential to meet the standards for licensure as a school counselor. • Share these criteria with potential candidates. • Train program faculty members charged with the responsibility of reviewing candidates' admissions in how to assess the materials in an accurate and fair manner.	• Review Admission Requirements and revise if needed • Revise admission packet to include clear expectations for candidates. • School counseling faculty will collaborate in developing a new admission screening form based on the revised criteria. • CEP admissions team will work together in training sessions focused on use of new rubric. • A Performance-Based Criterion will be added to the Admission Screening Rubric.	Fall 2005	• Revised Admissions Screening Rubrics • Revised admission packet • Comparison of 3 team members' rubrics for each candidate to demonstrate reliability and validity
1.03 *Advisement, Feedback, and Counseling Throughout the Program.* Prospective educators' progress towards meeting the standards is monitored and they receive academic and professional advisement from admission through completion of their educational programs.	A	• Articulate the processes for advisement, feedback, and counseling in a written format and provide this information to candidates to ensure they are aware of the processes.	• School Counseling faculty will review program changes and standards and formalize these in a School Counseling Handbook which all students will receive.	Fall 2006	• School Counseling Program Handbook
1.04 *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 CACREP and ASCA Standards.	A	• Continue to develop and implement a performance rubric and gather data about the effectiveness of criteria to evaluate candidates' readiness for the internship experience.	• Determine the artifacts and data for the pre-internship portfolio for prospective school counseling interns based on ASCA standards. • Require a "Readiness Meeting" with Advisor to review pre-internship portfolio.	Spring 2006	• Pre-internship portfolio evaluation, rubric and data • Data on pre-internship portfolio matched with internship performance
1.05 *Assessment at the Completion of Clinical Experiences.* Prospective educators demonstrate their performance with respect to the standards for the completion of student teaching or supervised internship through an evaluation process that is shared by the college or university supervisor and the cooperating teacher or internship supervisor.	A	• Share the performance standards and criteria by which candidates are evaluated with internship supervisors. • Develop communication and training processes to ensure that internship supervisors are aware of the processes and criteria. • Train internship supervisors in how to assess candidate performance during the	• Revise performance standards and internship evaluation forms to align them more closely with ASCA standards. • Coordinate routine semester meetings with intern supervisors to review processes and criteria used to evaluate candidates.	Spring 2006	• School Counseling Supervisor Evaluation Form and School Counseling Internship Clinical Agreement Form reflecting ASCA performance standards • School Counseling Intern Goal Sheet

		internship on the CACREP and ASCA Standards that candidates are expected to demonstrate during their internship.			reflecting candidate's progress in reaching goals in three domains: Knowledge, Skills, and Dispositions • Documentation of Intern Supervisors' Semester Meeting with CEP Faculty
1.08 *Reliability of Assessment Systems.* Assessment systems yield fair, accurate, and consistent evaluation of prospective educators.	A	• Train internship supervisors to make consistent judgments of the interns' performances. • Collect and examine evidence about the consistency of the judgments made by raters at each point in the assessment system including the faculty members' ratings on the comprehensive exam [and what happens if they don't agree].	• Review processes and criteria for evaluating candidates with site supervisors at semester meeting and at on-site field visit. • Adopt a more quantitative scoring system for the comprehensive examination with shared benchmarks.	Spring 2006 through fall 2006.	• Documentation of Intern Supervisors' Semester Meeting with CEP Counseling Faculty • Document explaining comprehensive examination scoring policy • Inter-rater reliability data among faculty raters at each point • Revised Scoring Rubric for comprehensive exam
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.	A	• Develop a set of technology standards or expectations for candidates in the program [including use of technology as a teaching tool]. These standards should encompass the performance skills needed by candidates to complete coursework and should also include the technology indicators outlined in CACREP and ASCA Standards.	• Articulate technology standards based on ASCA expectations.	Fall 2006	• Work samples that provide evidence of technology competencies, included in pre-internship and exit portfolios

2.05 *Coherence.* Prospective educators pursue coherent educational studies that are grounded in research and theory.	A	• Sequence candidates' program of studies so that practicum experiences are completed prior to the beginning of the internship experience. • Explicitly align field experiences with the ASCA National Model to ensure that prospective counselors fully understand the roles and responsibilities of a school counselor.	• Review curriculum map for the program and align with ASCA Standards. • Change prerequisite for CEP 541 to include CEP 540 • Develop CEP 540, 541 and 542 curriculum to provide field experiences that are aligned with the ASCA model.	Fall 2006	• Revised program in course catalog and revised plan of study that is sequential (e.g., CEP 540 is prerequisite for CEP 541). • The School Counseling Handbook and School Counseling Supervisor Evaluation Form reflecting changes
2.06 *Extensive Clinical Experience.* Prospective educators complete purposeful and sequenced field experiences, including field experience prior to internship periods. Through an internship they have the opportunity to experience all aspects of being a school counselor.	U	• Design the internship experience in ways that allow candidates to experience all aspects of being a school counselor for at least part of the internship period. • Candidates have clinical experiences at all levels for which they will be certified.	• Develop internship training plan for each student in collaboration with site supervisor. • Provide diverse clinical experiences during practicum and internship courses. • Revise School Counseling Internship Agreement to explicitly require interns to experience all aspects of being a school counselor at their site.	Spring 2006 through fall 2006.	• Student Internship Training Plan • Documentation of intern log hours and activities • School Counseling Internship Agreement Form • Exit Portfolio containing artifacts that reflect the diversity of experiences of a school counselor
2.07 *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.	A	• Develop criteria for field experiences to ensure that candidates complete field experiences in a variety of settings including settings that serve culturally, linguistically, and economically diverse students and classrooms that serve students with a range of abilities including students with exceptional needs.	• Revise the School Counseling Handbook to articulate the diverse experiences that are expected of candidates in the program. • Review internship and practicum requirements to ensure that candidates meet the requirements.	Fall 2006	• Student Logs and Intern Supervisor Evaluation Forms from CEP 541, and 542 will reflect diversity of field experiences • Artifacts in pre-internship and exit portfolios will reflect experience with diverse populations • School Counseling

					Handbook and Syllabi from CEP 541 and 542 will reflect these requirements
2.08 *Effective Field Sites.* Prospective educators complete field experiences in settings where they have the opportunity to practice their learning in ways that is consistent with the CACREP and ASCA Standards.	U	• Design and institute field experiences that will provide candidates with opportunities to practice the knowledge and skills outlined in the CACREP and ASCA standards and indicators. Evaluate and monitor the quality of field sites.	• Design workshop for prospective supervisors based on ASCA knowledge and skills standards • Familiarize supervisors with process of creating individualized intern training plan aligned with ASCA standards. • Revise Intern Site Evaluation Form to assess extent to which site adheres to ASCA Standards. • Explore developing internship consortium.	Spring 2006	• Schedule of completed workshops and schools represented • Intern Site Evaluation Form Data • Documentation of consortium plan

INDICATOR	RATING	RECOMMENDATIONS	PLAN FOR ADDRESSING	TIMELINE FOR IMPLEMENTATION	EVIDENCE TO BE PROVIDED AT NEXT VISIT
2.09 *Effective Internship Supervisors.* Approved programs recruit internship supervisors whose practice is consistent with the CACREP and ASCA 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.	U	• Define the knowledge base and qualities required for internship supervisors and then recruit and support [with Professional Development] internship supervisors who have the desired qualities.	• Develop document outlining the knowledge base and qualities required for internship supervisors. • Design workshops and provide ongoing support and training to current and prospective supervisors based on ASCA knowledge and skills standards. • Explore developing a School Counseling Internship Site Consortium.	Fall 2006 through spring 2007.	• School Counseling Handbook document outlining knowledge base and qualities of internship supervisors • Intern Site/Supervisor Evaluation Form Data • Documentation of workshops and trainings offered • Documentation of Consortium Plan

2.10 *Recruit and Provide Professional Development for Internship Supervisors.* Approved programs recruit cooperating teachers, internship supervisors, or mentor whose practice is consistent with the CACREP and ASCA Standards and who are committed to supporting the development of prospective educators. The programs provide professional development opportunities to help these educators serve effectively in these roles and other incentives to encourage them to assume these responsibilities	U	• Develop criteria for recruiting internship supervisors and then evaluating these internship supervisors to ensure their practice is consistent with CACREP and ASCA Standards.	• Develop document outlining the knowledge base and qualities required for internship supervisors. • Revise CAGS in School Counseling Program to focus on School Counselors interested in Board Certification who will then serve as internship supervisors. • Develop annual professional development meeting with internship supervisors.	Fall 2006 through spring 2007.	• Intern Site/Supervisor Evaluation Form Data • Document outlining the internship supervisor recruitment process • Revised CAGS School Counseling Plan of Study
2.11 *College/University and School Partnerships.* Approved programs establish collaborative and respectful relationships between college and university faculty and field-based educators for the common goal of preparing prospective educators	A	• Develop collaborative and respectful partnerships that equally benefit the districts and their schools as well as the counseling program.	• Hold semester meetings with Internship Site Supervisors. • Develop additional communication formats such as e-mail groups. • Identify 2 school districts to initiate collaborative partnerships with RIC's School Counseling Program.	Spring 2006 through fall 2006.	• Documentation of Semester Internship Supervisor Meetings • Documentation of workshops and trainings offered (See 2.09) • List of activities completed by the Partnership • Partnership Agreement Form
3.02 *Field Experiences that Capitalize on the Diversity of P-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	U	• Develop criteria to ensure that all candidates have field experiences that prepare them to serve as counselors in schools serving students from diverse backgrounds.	• Revise the School Counseling Handbook to articulate the diverse experiences that are expected of candidates in the program. • Review internship and practicum requirements to ensure that the candidates meet the requirements. • Review CEP 536 and FNED 520 and consider replacing these with courses that have a diversity field component.	Fall 2006	• Student Logs and School Counseling Supervisor Evaluation Form from CEP 541, and 542 will reflect diversity of field experiences • Artifacts in pre-internship and exit portfolios reflecting

and university faculty help the prospective educators use these experiences to improve their ability to teach students from diverse backgrounds effectively.					experience with diverse populations • School Counseling Handbook and Syllabi from CEP 541 and 542 reflecting these requirements • Change in School Counseling Plan of Study • Evidence of partnership development
4.04 *Faculty Connected to K-12 Education.* The Professional Education Faculty is involved with practice in PK-12 schools	A	• Become actively involved in the improvement of K-12 schools.	• Maintain participation on the RI School Counseling Project Advisory Committee and related committees. • Collaborate with the undergraduate admissions office in hosting the annual guidance counselors' breakfast meeting.	Fall 2005 through spring 2006.	• Review of Faculty Professional Development and Community Service Activities
4.05 *Professional Development of Faculty.* Approved programs ensure the ongoing professional development of their faculty.	A	• Engage all faculty members in ongoing professional development supported by the counseling program.	• Review Counseling Program faculty activities and encourage attendance and/or participation in RISCA professional development programs.	Fall 2005	• Faculty Vitae reflecting participation in professional development activities
4.07 *Coherence Within and Across Programs.* Approved programs ensure that coherence exists between the CACREP and ASCA and student outcomes, courses, field experiences, instruction, and assessment, both within and across programs.	A	• Clearly articulate the expectations for field sites to ensure field experiences are coherently aligned with the CACREP and ASCA Standards.	• Review curriculum map for the program and align with ASCA Standards . • Change prerequisite for CEP 541 to include CEP 540. • Develop CEP 540, 541 and 542 curriculum to provide field experiences that are aligned with the ASCA model.	Spring 2006 through fall 2006.	• Revised program in course catalog and revised School Counseling plan of study that is sequential (e.g., CEP 540 is prerequisite for CEP 541) • Revised School Counseling Handbook • Revised School Counseling Supervisor Evaluation Form

					• Curriculum map • Course syllabi
4.09 *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.	A	• Clearly define partnerships with schools or school districts to ensure the partnerships are mutually beneficial and are for the purpose of preparing new school counselors and improving the quality of the education provided to children.	• Hold semester meetings with Internship Site Supervisors. • Develop additional communication formats such as e-mail groups. • Identify 2 school districts to initiate collaborative partnerships with RIC's School Counseling Program.	Spring 2006 through fall 2006.	• Documentation of Semester Internship Supervisor Meetings • Documentation of workshops and trainings offered (See 2.09) • List of activities completed by the Partnership • Partnership Agreement Form
4.10 *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 and improvement of the program.	U	• Engage in the ongoing collection of data from students, faculty, and graduates on all aspects of the program. As data are collected, faculty and other stakeholders need to meet to interpret the data and identify areas for change. • Develop and maintain a plan for program improvement and engage in continuous analysis of evaluation data to examine the effectiveness of the counseling program.	• Develop a more formal assessment system which addresses all facets of the school counseling program. • Formalize a data collection and analysis plan for the program. • Work in conjunction with the FSEHD Assessment and Program Improvement Committee to examine the effectiveness of the School Counseling Program.	Fall 2006	• Aggregate Data from Admission, Pre-Internship, and Exit Assessment Points • Plan for survey of graduates • Sample proposals for revisions in School Counseling Program that are data driven