RHODE ISLAND COLLEGE TEACHER PREPARATION PROGRAM APPROVAL VISITING TEAM REPORT
Summary, December 2004

<u>**INITIAL PROGRAMS**</u>

STANDARD ONE – APPROACHING STANDARD

1.01 **Continuous assessment – Approaching Standard (Art Ed., ECED, ELED, CTE, HED, Music Ed., PED, SED, SPED, TESL, Tech. Ed.)**
- Demonstrate and make sure candidates know that portfolios represent transition points, milestones in their professional development, not a series of pre-evaluated, re-submitted entries but an evaluation of readiness to progress in the program through achievement of learning outcomes.
- Eliminate redundancies in products; successive portfolios should have tasks of increasing complexity.
- Integrate new dispositions into assessments.

Recommendations:
1. Work to assure that the assessment system develops in ways that are consistent with both NEASC and RIDE expectations [for achievement of learning outcomes].
2. 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.

1.02 **Admission into the Program – On Standard**

1.03 **Advisement, Feedback, and Counseling Throughout the Program – Approaching Standard (Art Ed., ECED, ELED, CTE, HED, Music Ed., PED, SED, SPED, TESL, Tech. Ed.)**
- Demonstrate ongoing review for retention in every program with documentation of candidate's progress and dispositions and evidence of identifying students who may need to reconsider continuation in program.

Recommendations:
1. 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.

1.04 **Determination of Readiness For Student Teaching or Supervised Internship –
Unacceptable (Art Ed., ECED, ELED, CTE, HED, Music Ed., PED, SED,
SPED, TESL, Tech. Ed.)**
- Develop and demonstrate much greater commonality in Preparing to Teach portfolio.
- Develop and demonstrate much greater commonality in artifact rubrics with common scoring scale, common descriptions for points on the scale, and common criteria for the scales.
- Involve a 2nd (practitioner) reviewer for portfolios, beyond program faculty.
- Acceptable Preparing to Teach Portfolios must signal proficiency with respect to standards. Unacceptable Preparing to Teach Portfolios result in consequences (and candidates must understand this).
- Need guidelines for transfer students missing Preparing to Teach artifacts.

Recommendations:
1. 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.
2. 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.
3. 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.
4. 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.

1.05 **Assessment at the Completion of Clinical Experiences and**
1.06 **Assessment as the Basis for Recommendation for License – Approaching Standard
(Art Ed., ECED, ELED, CTE, HED, Music Ed., PED, SED, SPED, TESL, Tech. Ed.)**
- All programs need a common scoring scale.
- Exit Portfolios must be reviewed by more than one reviewer (include practitioner).
- Practitioners need training in use of Student Teaching final evaluation.
- Candidates need to see Exit Portfolio as culminating assessment of progress as a teacher, directly related to their teaching.

Recommendations:

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

1.08   Reliability of Judgments – Unacceptable (Art Ed., ECED, ELED, CTE, HED, Music Ed., PED, SED, SPED, TESL, Tech. Ed.)
- Need to collect data about decision consistency and evaluate accuracy of reviewers.

Recommendations:

1. 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.

STANDARD TWO – APPROACHING STANDARD

2.01   RIBTS – Unacceptable (CTE), Approaching Standard (ECED, ELED, Music Ed, SED, SPED, TESL, Tech Ed), On Standard (Art Ed., HED, PED)
- Avoid over mapping, focus on standards critical to each course.
- Need consistency between curriculum maps and syllabi and between cited standards and assessments in each course.
- Need common syllabi for each course with same standards addressed.

- Candidates in all programs need to develop skills for working with English language learners.
- SED candidates need to learn to diversify instruction.
- ELED, Art Ed and Music Ed candidates need better preparation in teaching students with special needs.
- ELED and ECED exemplary work reflected cultural stereotypes – programs need review in this area.
- All programs must examine lesson plans for range of learning promoted – most instructional objectives involve recall not analysis, synthesis, critical thinking, problem solving.
- SED candidates (and some ELED) need more (whole) classroom management preparation.
- SED, Art Ed, Music Ed and SPED must improve candidate preparation to work with colleagues, parents/guardians, and community agencies.
- Programs must stop progress of candidates with poor written communication skills at each gate – some work samples evidenced weaknesses in writing.
- ECED, ELED, SPED and SED need to strengthen candidates' ability to assess students' learning needs – emphasis on evaluation of, and analysis of, PK-12 work be used as the basis for teaching formal assessment of learning within programs.
- All programs must assure that rubrics address the <u>quality</u> of reflection; presence of superficial reflection is not acceptable.
- CTE program does not reflect RIBTS.

Recommendations:
1. 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 this process, the faculty members and the students will be able to see the RIBTS priorities.
2. Conduct an independent evaluation of the CTE program to address the quality of the program with respect to CTE standards.

2.02 Subject Matter - Approaching Standard (ECED, CTE), On Standard (Art Ed., ELED, HED, Music Ed., PED, SED, SPED, TESL, Tech. Ed.)

Recommendations:
1. 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.
2. The CTE program must undergo an external review, similar to those conducted by the SPAs, to receive feedback on the program from peer review.

2.03   Technology – Approaching Standard (Art Ed., ECED, ELED, CTE, HED, Music Ed., PED, SED, SPED, TESL, Tech. Ed.)

Recommendations:
1. Develop clear expectations for technology integration within programs and develop assessments that will evaluate a candidate's ability to integrate technology into instruction.

2.04   Additional RI Certification Requirements – On Standard (Art Ed., ECED, ELED, CTE, HED, Music Ed., PED, SED, SPED, TESL, Tech. Ed.)

2.05   Coherence – Approaching Standard (ECED, ELED, CTE, SED, SPED, TESL, Tech. Ed.), Exceeds Standard (Art Ed., HED, Music Ed., PED)
-   Distill critical skills and key assessments for progressing through program; focus on most important links to standards (See 1.04, 1.05, and 2.01).

2.06   Extensive Clinical Experience – Exceeds Standard (HED, PED), On Standard (Art Ed., ECED, ELED, CTE, Music Ed., SED, SPED, TESL, Tech. Ed.)

2.07   Clinical Experience in a Variety of Settings – On Standard (Art Ed., ECED, ELED, CTE, HED, Music Ed., PED, SED, SPED, TESL, Tech. Ed.)

2.08   Effective Field Sites – Approaching Standard (Art Ed., ECED, ELED, CTE, Music Ed., SED, SPED, TESL, Tech. Ed.), On Standard (HED, PED)
-   Increase faculty voice in identifying, establishing, and monitoring quality of field sites.
-   End inappropriate policy of allowing candidates to find their own sites for observation.
-   Need data to show that sites meet partnership criteria
-   Need formal evaluation of and data on school building, curriculum and classroom as part of evaluation of sites.

Recommendations:
1. 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.
2. Review criteria for school sites and document how schools are evaluated against these criteria.

2.09   Effective Cooperating Teachers and Internship Supervisors – Approaching Standard (ECED, ELED, CTE, SED, SPED, TESL, Tech. Ed.), On Standard (Art Ed., Music Ed., HED, PED)
-   Cooperating teachers need to know how they are selected and need to feel they are fully engaged with Rhode Island College in teacher preparation and not just people who open their classrooms to student teachers.

Recommendations:

1. Review criteria for cooperating teachers; prepare a centralized report by program of how well placements are doing with respect to these standards.
2. Explore ways in which the role of cooperating teacher can be enhanced to make these PK-12 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.

2.10 Recruit and Provide Professional Development for Cooperating Teachers and Internship Supervisors – Approaching Standard (ECED, ELED, CTE, SED, SPED, TESL, Tech. Ed.), On Standard (Art Ed., Music Ed.), Exceeds Standard (HED, PED)

Recommendations:

1. Establish a process for the preparation and ongoing support of all cooperating teachers beyond the preparation of written materials.
2. <u>All</u> cooperating teachers must be trained for the role.
3. 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.

2.11 College/University and School Partnerships – Approaching Standard (Art Ed., ECED, ELED, CTE, Music Ed., SED, SPED, TESL, Tech. Ed.), On Standard (HED, PED)

Recommendations:

1. 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.

STANDARD THREE – APPROACHING STANDARD

3.01 Curriculum – Approaching Standard (Art Ed., ECED, ELED, CTE, HED, Music Ed., PED, SED, SPED, TESL, Tech. Ed.)
-   Students must recognize that diversity goes beyond special education to ethnicity, culture, economic levels and learning styles, and <u>language diversity</u>.

Recommendations:

1. 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.

2. 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.

3.02 Field Experiences that Capitalize on the Diversity of P-12 Schools – On Standard (Art Ed., ECED, ELED, CTE, HED, Music Ed., PED, SED, SPED, TESL, Tech. Ed.)

3.03 An Environment that Values Diversity – Approaching Standard (Art Ed., ECED, ELED, CTE, HED, Music Ed., PED, SED, SPED, TESL, Tech. Ed.)

Recommendations:

1. 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.

3.04 Faculty – Approaching Standard (Art Ed., ECED, ELED, CTE, HED, Music Ed., PED, SED, SPED, TESL, Tech. Ed.)

Recommendations:

1. Continue to develop and implement Diversity Plan with expanded pool of advisors including individuals with experience in successfully diversifying faculty.

2. 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.

3.05 Students – Approaching Standard (Art Ed., ECED, ELED, CTE, HED, Music Ed., PED, SED, SPED, TESL, Tech. Ed.)

Recommendations:

1. Continue to develop and implement Diversity Plan with expanded pool of advisors including individuals with experience in successfully diversifying students.

STANDARD FOUR – RESOURCES

4.01   Accredited Institution – On Standard

4.02   Qualified Faculty – On Standard

4.03   Faculty Responsibilities – On Standard

4.04   Faculty Connected to K-12 Education – On Standard

4.05   Professional Development of Faculty – On Standard

4.06   Resources – Approaching Standard
-   Programs must grow on trajectory identified in the Institutional Report and implement the recommendations of this report or risk being labeled low performing under HEA Title II reporting requirements.

Recommendations:
1.   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.
2.   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.
3.   Secure funding necessary to support true technology integration throughout programs to support the FSEHD efforts in this area.
4.   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.
5.   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.).

4.07   Coherence Within and Across Programs – Approaching Standard

Recommendations:
1.   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.

2. 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.

3. 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 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.

4.08   Quality of Instruction – On Standard

4.09   Professional Community – Approaching Standard

Recommendations:
1. 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.

4.10   Commitment to High Quality and Improvement – Approaching Standard
- Systemize the process of ongoing data collection and establish norms and routines assuring the validity of the data and then for using data to make program changes.

Recommendations:
1. 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.

ADVANCED PROGRAMS

SCHOOL PSYCHOLOGY

STANDARD ONE – ON STANDARD

1.01   Continuous Assessment – On Standard

1.02   Admission into the Program – On Standard

1.03   Advisement, Feedback, and Counseling Throughout the Program – On Standard

1.04   Determination of Readiness for Supervised Internship – On Standard

1.05   Assessment at the Completion of Clinical Experiences – On Standard

1.06   Assessment as the Basis for Recommendation for License – Exceeds Standard

1.07   Validity of Assessment System – On Standard

1.08   Reliability of Assessment Systems – On Standard

STANDARD TWO – ON STANDARD

2.01   Professional and Pedagogical Knowledge – On Standard

2.02   Subject Matter – N/A

2.03   Technology - On Standard

2.04   Additional RI Certification Requirements – N/A

2.05   Coherence - On Standard

2.06   Extensive Clinical Experience - On Standard

2.07   Clinical Experiences in a Variety of Settings - On Standard

2.08   Effective Field Sites - On Standard

2.09   Effective Internship Supervisors - On Standard

2.10   Recruit and Prepare Internship Supervisors - On Standard

2.11   College/University and School Partnerships – On Standard

STANDARD THREE – ON STANDARD

3.01   Curriculum - On Standard

**3.02   Field Experiences that Capitalize on the Diversity of P-12 Schools -
On Standard**

3.03   An Environment that Values Diversity - On Standard

3.04   Faculty - On Standard

3.05   Students - On Standard

STANDARD FOUR – ON STANDARD

4.01   Accredited Institution - On Standard

4.02   Qualified Faculty - On Standard

4.03   Faculty Responsibilities – Exceeds Standard

4.04   Faculty Connected to K-12 Education - On Standard

4.05   Professional Development of Faculty - On Standard

4.06   Resources - On Standard

4.07   Coherence Within and Across Programs - On Standard

4.08   Quality of Instruction - On Standard

4.09   Professional Community - On Standard

4.10   Commitment to High Quality and Improvement - On Standard

READING

STANDARD ONE – APPROACHING STANDARD

1.01   Continuous Assessment – Approaching Standard
-    To implement assessment system, <u>all</u> applicants must be interviewed prior to
     admission and <u>all</u> Exit Portfolios must be reviewed by two faculty members.

Recommendations:
1. Fill the open position as soon as is practical in order to implement the assessment system as designed.

1.02   Admission into the Program – Approaching Standard

Recommendations:
1. Establish criteria for standardizing the candidate interview and the criteria by which it is evaluated.
2. Articulate the criteria used for evaluating candidates' letters of reference.

1.03   Advisement, Feedback, and Counseling Throughout the Program – Approaching Standard

Recommendations:
1. 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].

1.04   Determination of Readiness For Student Teaching or Supervised Internship – On Standard

1.05   Assessment at the Completion of Clinical Experiences – Approaching Standard

Recommendations:
1. At least two trained raters review candidates' final portfolios [with clear criteria for evaluation].
2. Align to the 2003 IRA Standards; train internship supervisors in evaluating candidates' performances on the 2003 IRA Standards.

1.06   Assessment as the Basis for Recommendation for License – On Standard

1.07   Validity of Assessment System – Approaching Standard

Recommendations:
1. 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.

1.08   Reliability of Assessment Systems – Approaching Standard

Recommendations:
1. 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.

2. Collect data on the reliability of critical assessments.

STANDARD TWO – APPROACHING STANDARD

2.01 Professional and Pedagogical Knowledge – Approaching Standard

Recommendations:
1. Include appropriate coursework and field work for candidates to develop a deep understanding of reading processes and issues at the secondary level.

2.02 Subject Matter – N/A

2.03 Technology – Unacceptable

Recommendations:
1. 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.

2.04 Additional RI Certification Requirements – N/A

2.05 Coherence - Approaching Standard

Recommendations:
1. 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].

2.06 Extensive Clinical Experience – Unacceptable

Recommendations:
1. Design extensive clinical experiences for candidates that provide purposeful and sequenced field experiences with opportunities to learn the 2003 IRA Standards and indicators.
2. 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.

2.07 Clinical Experiences in a Variety of Settings - Approaching Standard

Recommendations:
1. 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.

2.08   Effective Field Sites – Unacceptable

Recommendations:
1. 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].

2.09   Effective Internship Supervisors - Approaching Standard

Recommendations:
1. 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.

2.10   Recruit and Prepare Internship Supervisors – Approaching Standard

Recommendations:
1. 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.
2. 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 and School Partnerships – Approaching Standard

Recommendations:
1. 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.

STANDARD THREE – APPROACHING STANDARD

3.01   Curriculum - Approaching Standard

Recommendations:
1. Design and implement field based experiences that provide all candidates with opportunities to develop skill working with diverse groups of students.

3.02   Field Experiences that Capitalize on the Diversity of P-12 Schools - Unacceptable

Recommendations:
1.   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.

3.03   An Environment that Values Diversity - Approaching Standard

Recommendations:
1.   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 missions of the reading program.

3.04   Faculty – Approaching Standard

Recommendations:
1.   Recruit, hire and retain a diverse part and/or full time faculty to work with candidates in the reading program.

3.05   Students – Approaching Standard

Recommendations:
1.   Develop and implement strategies to recruit, support, and retain a diverse student body in the reading program.

STANDARD FOUR

4.01   Accredited Institution - On Standard

4.02   Qualified Faculty - On Standard

4.03   Faculty Responsibilities – On Standard

4.04   Faculty Connected to K-12 Education - On Standard

4.05   Professional Development of Faculty - On Standard

4.06   Resources – Approaching Standard

Recommendations:
1.   Recruit and hire a qualified faculty member as soon as is practical.

4.07   Coherence Within and Across Programs – Approaching Standard

Recommendations:
1. 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.

4.08   Quality of Instruction - On Standard

4.09   Professional Community – Approaching Standard

Recommendations:
1. 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.

COUNSELING

STANDARD ONE – APPROACHING STANDARD

1.01   Continuous Assessment – Approaching Standard

Recommendations:
1. 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.

1.02   Admission into the Program – Unacceptable

Recommendations:
1. Establish clear admissions criteria that address candidates' potential to meet the standards for licensure as a school counselor.
2. Share these criteria with potential candidates.
3. Train program faculty members charged with the responsibility of reviewing candidates' admissions in how to assess the materials in an accurate and fair manner.

1.03   Advisement, Feedback, and Counseling Throughout the Program – Approaching Standard

> **Recommendations:**
> 1. 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.

1.04   Determination of Readiness For Student Teaching or Supervised Internship – Approaching Standard

> **Recommendations:**
> 1. Continue to develop and implement a performance rubric and gather data about the effectiveness of criteria to evaluate candidates' readiness for the internship experience.

1.05   Assessment at the Completion of Clinical Experiences – Approaching Standard

> **Recommendations:**
> 1. Share the performance standards and criteria by which candidates are evaluated with internship supervisors.
> 2. Develop communication and training processes to ensure that internship supervisors are aware of the processes and criteria.
> 3. Train internship supervisors in how to assess candidate performance during the internship on the CACREP and ASCA Standards that candidates are expected to demonstrate during their internship.

1.06   Assessment as the Basis for Recommendation for License – On Standard

1.07   Validity of Assessment System – On Standard

1.08   Reliability of Assessment Systems – Approaching Standard

> **Recommendations:**
> 1. Train internship supervisors to make consistent judgments of the interns' performances.
> 2. 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].

STANDARD TWO – APPROACHING STANDARD

2.01   Professional and Pedagogical Knowledge – On Standard

2.02   Subject Matter – N/A

2.03   Technology – Approaching Standard

Recommendations:
1. 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.

2.04   Additional RI Certification Requirements – N/A
-    For future visits, must ensure that candidates are aware of the RI Model and its four quadrants.

2.05   Coherence - Approaching Standard

Recommendations:
1. Sequence candidates' program of studies so that practicum experiences are completed prior to the beginning of the internship experience.
2. Explicitly align field experiences with the ASCA National Model to ensure that prospective counselors fully understand the roles and responsibilities of a school counselor.

2.06   Extensive Clinical Experience – Unacceptable

Recommendations:
1. 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.
2. Candidates have clinical experiences at all levels for which they will be certified.

2.07   Clinical Experiences in a Variety of Settings - Approaching Standard

Recommendations:
1. 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.

2.08   Effective Field Sites – Unacceptable

Recommendations:
1. 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.

2.09   Effective Internship Supervisors – Unacceptable

Recommendations:
1. 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.

2.10   Recruit and Prepare Internship Supervisors – Unacceptable

Recommendations:
1. Develop criteria for recruiting internship supervisors and then evaluating these internship supervisors to ensure their practice is consistent with CACREP and ASCA Standards.

2.11   College/University and School Partnerships – Approaching Standard

Recommendations:
1. Develop collaborative and respectful partnerships that equally benefit the districts and their schools as well as the counseling program.

STANDARD THREE – ON STANDARD

3.01   Curriculum - On Standard

3.02   Field Experiences that Capitalize on the Diversity of P-12 Schools – Unacceptable

Recommendations:
1. Develop criteria to ensure that all candidates have field experiences that prepare them to serve as counselors in schools serving students from diverse backgrounds.

3.03   An Environment that Values Diversity – On Standard

3.04   Faculty –On Standard

3.05   Students – On Standard

STANDARD FOUR – APPROACHING STANDARD

4.01   Accredited Institution - On Standard

4.02   Qualified Faculty - On Standard

4.03   Faculty Responsibilities – On Standard

4.04   Faculty Connected to K-12 Education – Approaching Standard

Recommendations:
1. Become actively involved in the improvement of K-12 schools.

4.05   Professional Development of Faculty - Approaching Standard

Recommendations:
1. Engage all faculty members in ongoing professional development supported by the counseling program.

4.06   Resources – On Standard

4.07   Coherence Within and Across Programs – Approaching Standard

Recommendations:
1. Clearly articulate the expectations for field sites to ensure field experiences are coherently aligned with the CACREP and ASCA Standards.

4.08   Quality of Instruction - On Standard

4.09   Professional Community – Approaching Standard

Recommendations:
1. 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.

4.10   Commitment to High Quality and Improvement – Unacceptable

Recommendations:
1. 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.
2. Develop and maintain a plan for program improvement and engage in continuous analysis of evaluation data to examine the effectiveness of the counseling program.