RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

AMENDED PROGRAM APPROVAL PLAN

SUBMITTED TO
RI DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

December 2008

RIDE PROGRAM APPROVAL REPORT: RATINGS AND RECOMMENDATIONS FOR
ALL PROGRAMS

PROGRAMS	RIDE STANDARDS	RATING	RECOMMENDATIONS	FEINSTEIN SCHOOL ACTIONS 2008 – 2011	EXPECTED COMPLETION DATE
1.01 Assessment, Advisement, Feedback, and Counseling Throughout the Program					
All Programs		Approaching	Programs revise and review their systems for assessment, advisement, feedback, and counseling to ensure that there is a strong connection between candidate assessment results and candidate feedback and progress through the program.	• College and Feinstein School of Education and Human Development (FSEHD) implemented in spring 2008 a program of universal advising where students cannot register for courses until they meet in person with their advisors in all teacher preparation programs. • FSEHD is revising all of the teacher preparation program assessments. Work has been completed on the exit assessments. Work is progressing on the preparing to teach assessment. • Interim Dean instituted a program to identify one faculty member in each teacher preparation program to serve as assessment data coordinator, collector and analyzer of program assessment data.	• Spring 2009 Ongoing • Spring 2010 • Fall 2008
1.02 Admission into the Program					
All Programs		Approaching	Programs monitor the criteria used for admission to determine if they are predictors of program success.	Each program has identified an individual to coordinate, collect and analyze the assessment data.	Fall 2008
			Programs provide potential candidates with information about how the required artifacts will be evaluated to make a determination about admission to a program.	Universal advising provided for intended majors to be sure they are taking appropriate courses of action.	Spring 2008 Ongoing
			Program applies the admission criteria consistently to all candidates.	Each program has written universal admission criteria and assessment rubrics.	Spring 2010
1.03 Determination of Readiness for Student Teaching or Supervised Internship					
All Programs		Approaching	Programs reexamine the criteria they are using to determine readiness to student teach to ensure the criteria are clearly aligned with the RIBTS or professional standards and candidates' potential for success.	• All teacher preparation program faculty reviewing assessment rubrics to see that rubrics clearly align with RIPTS. • Program faculty are beginning to change course assessments to align with RIPTS.	• Spring 2010 • Fall 2010
			Programs articulate the relationship between criteria and the potential for success as a student teacher.	• Director of Assessment and FSEHD Assessment and Program Improvement Committee are identifying appropriate criteria. • Each program assessment data collector begins analysis.	• Spring 2009 • Fall 2008
			Programs work with the Director of Assessment and other appropriate personnel to ensure the "Preparing to Teach	Beginning in spring 2009, the Director of Assessment and the FSEHD Assessment and Program Improvement Committee will begin to revise the Preparing to Teach assessments and criteria for success.	Spring 2009

			Portfolio" provides clear evidence of a relationship between criteria and potential for success as a student teacher.		

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1.04 Assessment at the Completion of Clinical Experiences and as basis for recommendation licensure					
All Programs		Approaching	Programs review and revise the criteria by which candidates are recommended for licensure to ensure there is evidence between the required criteria and the educators' potential for success.	FSEHD Assessment and Program Improvement Committee created Work Sample assessment for all teacher preparation candidates.	Summer 2008
			Programs review and revise the criteria for scoring the portfolios and the supporting documentation to ensure the performance levels are consistent.	Work Sample assessment to be piloted in fall 2008 and spring 2009.	Fall 2008 Spring 2009
			The system for evaluating candidates be applied consistently to all candidates.	Work Sample rubric developed in summer 2008.	Summer 2008
1.05 Validity of Assessment System					
All Programs		Approaching	Programs provide candidates with timely and accurate information about the assessment system.	• Beginning in fall 2008 the faculty initiated the development of a revised assessment system, exit assessments first, faculty piloting the system share with students the changes and procedures. • As the assessment system continues to be revised, from 2008 to 2010, each element of both the unit and individual program changes will be piloted and explained to students.	• Spring 2010 • Spring 2010 Ongoing
			Appropriate program personnel work with the Director of Assessment to redesign the dispositional assessments to increase the validity of the inferences made from the artifact.	Director of Assessment and a reconstituted FSEHD Assessment and Program Improvement Standing Committee will build on previous evaluations of dispositions assessments and work with faculty to develop dispositional assessments that reflect consensus and permit valid inferences assessments.	Fall 2009
			Programs continue to implement plans to investigate and review possible bias in the assessment system and differing performances of different gender groups	Director of Assessment and FSEHD Data Management Coordinator will investigate and share with programs results of studies investigating possible bias. Programs will investigate these issues at program level, as well.	Spring 2010 Ongoing
1.06 Reliability of Assessment System					
All Programs		Approaching	Programs clarify the evaluation criteria for artifacts to further clarify the distinctions among the various performance levels.	The FSEHD Assessment and Program Improvement Committee is in the process of revising the assessment instruments at the Unit level that will lead to the creation of revised assessments at each program level. Criteria across programs will be unified.	Spring 2010
			Programs review and revise their scoring rubrics to ensure that the characteristics being evaluated in the rubric remain consistent across the performance levels.	All academic programs are in the process of revising rubrics and will create new rubrics for the new assessment instruments being created.	Spring 2010
			Programs continue to develop and implement procedures that ensure that key assessment artifacts are rated by more than one rater.	With the creation of new assessment instruments, the instruments require that more than one individual be involved in the evaluation of the assessments.	Fall 2009
			All raters have training in how to reliably score artifacts	With the creation of new rubrics, raters will need to be prepared to deal with the new assessments and rubrics.	Fall 2009
			Programs continue with the implementation of activities to monitor the reliability of the assessment system.	The FSEHD Director of Assessment continues to monitor and produce reports about the reliability of the assessment system and shares those reports with the faculty of each program,	Spring 2010 Ongoing

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4.01 Curriculum					
All Programs		Approaching	Programs articulate the knowledge, skills, and dispositions that are necessary for designing instruction that builds from the cultures of their students and then ensure that candidates' experiences in the program strengthen candidates' knowledge of the theory and practice of working with diverse students.	• All FSEHD programs are reviewing program courses being diligent in connecting each course to the FSEHD Conceptual Framework as well as making sure that the RIPTS are connected to the courses as well. • Faculty professional development around the concept of universal design is recommended to faculty members who have not taken advantage of that particular professional development.	• Spring 2009 • Spring 2009
			Programs continue to strengthen candidates' knowledge of the theory and practice of working with English Language Learners and how to design instruction that builds from the students' cultures and backgrounds.	The FSEHD Assessment Committee and all the program coordinators are working together to revise current assessments at both the unit and program levels to strengthen candidates' knowledge of the way and practice of working with English Language Learners and how to design instruction for students with disabilities.	Spring 2010
4.02 Field Experiences that Capitalize on the Diversity of PK-12 Schools					
All Programs		Approaching	Programs develop systems to ensure that every candidate successfully completes field experiences that are designed to assure interaction with exceptional students from different ethnic, racial, gender, socio-economic' language, and religious backgrounds and use these experiences to improve their ability to effectively teach students from diverse backgrounds.	• Department chairs work directly with the Assistant Dean for Partnerships and Placements to make sure each candidate engages in at least one diverse setting practicum and/or student teaching placement. • Increase the number of diverse community service options that each teacher candidate must complete before entering practicum experiences.	• Fall 2009 • Fall 2009
4.03 An Environment that Values Diversity					
All Programs		Approaching	Programs work to ensure consistency among programs so the development of candidates' understanding of diversity is evident throughout their preparation.	• Continue to expand opportunities of teacher candidates and helping professionals for placements in diverse settings. • Review the curriculum of each program to ensure that issues of diversity are addressed throughout programs and not in one class of each program.	• Fall 2009 • Fall 2010
			Rhode Island College identify, appoint, or hire a person or persons at Rhode Island College with appropriate authority and access to resources who will ensure that issues of diversity continue to receive the attention and support required for continued progress throughout the institution.	Discussions with the new Vice President for Academic Affairs are planned relative to the appointment of an individual with authority for diversity issues. The discussions are to commence in fall 2008.	Fall 2008
4.04 Faculty					
All Programs		On Standard			
4.05 Students					

All Programs		On Standard			

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5.01 Quality Faculty Members					
All Programs		On Standard			
5.02 Faculty Responsibilities and Professional Development					
All Programs		On Standard			
5.03 Resources					
All Programs		Approaching	Resources be allocated to ensure faculty orientation and mentoring, the selection and monitoring of field sites, the training and support of all practicum supervisors and cooperating teachers, and to ensure strong partnerships with all schools and districts in which student teachers are placed.	• FSEHD instituted a new faculty mentoring program in fall 2008 to provide new faculty with information necessary to work with and understand teacher education programs and students. • New job description for the Assistant Dean for Partnerships and Placements includes work with providing professional development for cooperating teachers and student teaching supervisors. More direct work with schools and school districts planned for the future.	• Fall 2008 • Fall 2008
Art Education			Resources for the Art Program be increased to ensure that the program provides adequate lighting, space, and appropriate candidate access to technology.	With fall 2008, the Interim Dean and Vice President for Academic Affairs propose to discuss processes and efforts to provide the Art Education program adequate lighting, space and access to technology.	Fall 2008
5.04 Professional Community					
All Programs		Approaching	Resources for the development and maintenance of partnerships be reviewed and evaluated in order to determine whether or not they are sufficient to meet the recommendations of this report.	• With the retirement of the Director of School Partnerships and Field Placements, the Interim Dean has requested that the College create an Assistant Dean of Partnerships and Placements. A search to fill the position will begin in fall 2008. • The Interim Dean has rewritten the job description of the Assistant Dean of Partnerships and Placements to include specific duties to foster the development of "real" partnerships. • The Interim Dean has allocated endowment monies to support enhancement of partnership efforts.	• Fall 2008 • Fall 2008 • Fall 2008
5.05 Coherence Within and Across Programs					
All Programs		On Standard			

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6.01 Commitment to High Quality and Improvement					
All Programs		Approaching	Program faculty members collaborate to discern what data will be most helpful for program improvement and then work with the Director of Assessment to develop data collection instruments that will inform faculty members' questions.	• In summer 2008, The FSEHD Assessment Committee, under the direction of the FSEHD Director of Assessment, initiated a plan to revise all of the assessments connected to the preparation of teacher candidates. • In summer 2008, the FSEHD Assessment Committee created a new assessment tool, work sample, for the assessment of student teaching for all programs. • In fall 2008, approximately five programs are piloting sample assessments.	• Summer 2008 • Summer 2008 • Fall 2008
			Preparation personnel clearly articulate what program personnel want to know about their candidates at each stage of their preparation and beyond and work with each other and the Director of Assessment to develop systems and instruments to collect data that will inform candidates of their progress, instructors about candidate performance, and the administration about program effectiveness.	The FSEHD Assessment Committee is working to clearly articulate the assessments to be used at each step, from admission to the end of student teaching to be uniform in each program.	Spring 2010