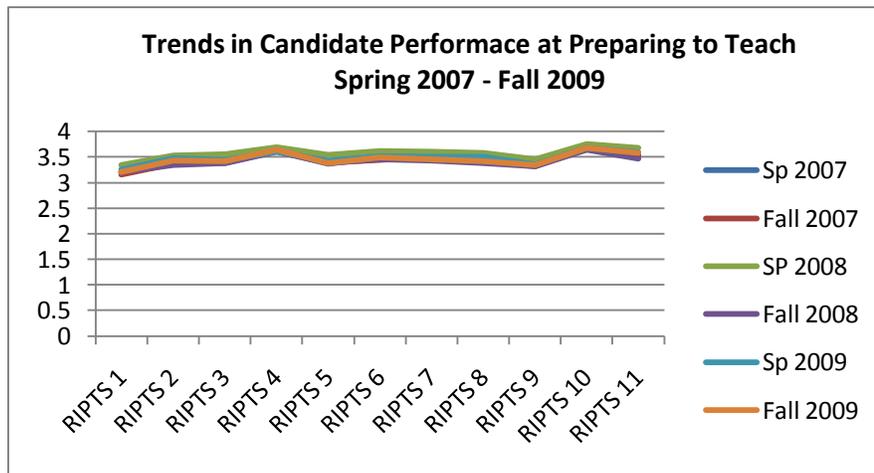


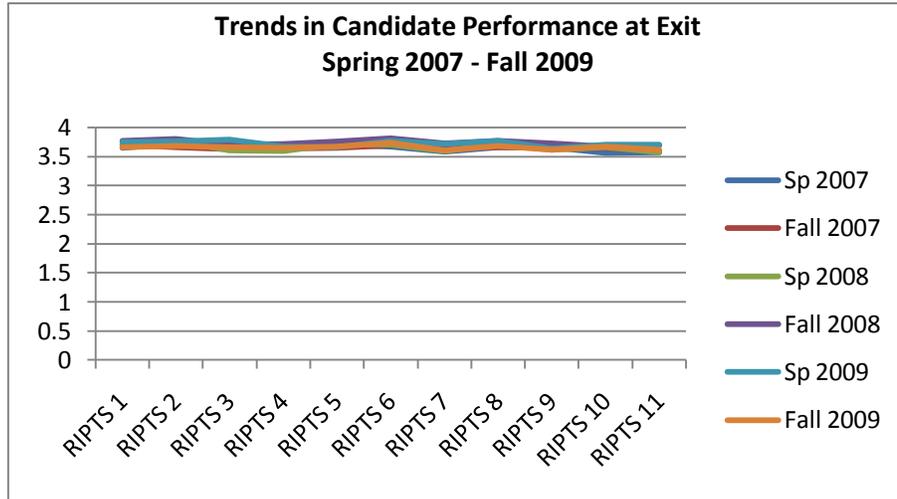
Trends in Candidate Performance in the Feinstein School of Education and Human Development

Teacher candidates are assessed at the Preparing to Teach point through artifacts aligned to the Rhode Island Professional Teacher Standards (RIPTS). These data reflect scores on artifacts completed prior to student teaching. The data reflect high levels of performance among teacher candidates but little variability over time. Trends reflect minor differences between RIPTS. Candidates consistently score lowest on RIPTS #1: *Teachers create learning experiences using a broad base of general knowledge that reflect an understanding of the nature of the world in which we live.* The current general education program is being revised to provide more opportunities for candidates to weave core knowledge into their disciplines. Data in future semesters may reflect improvement in RIPTS #1 after this change is implemented. At Preparing to Teach, candidates consistently demonstrate highest performance on RIPTS #10: *Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals* and on RIPTS #4: *Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.* While minor differences are present, a revised assessment system will increase opportunities to improve the unit through data analyses.

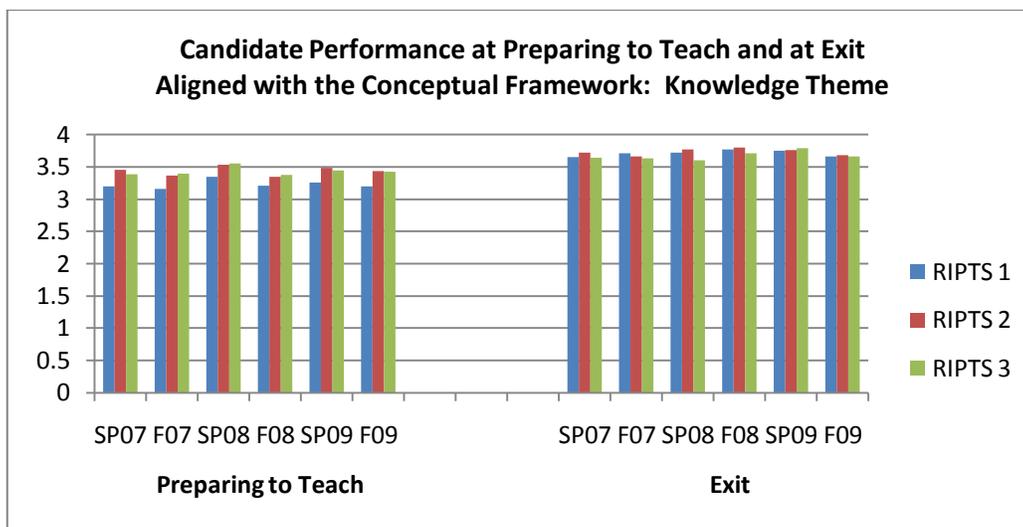


Teacher candidates are also assessed at the Exit point through artifacts aligned to the Rhode Island Professional Teacher Standards (RIPTS). Data reflect scores on artifact completed during the student teaching experience. As with the data from the Preparing to Teach point, scores reflect high levels of candidate performance at Exit. Minor growth between Preparing to Teach and Exit points can be seen across most RIPTS. Candidates maintained high levels of proficiency in RIPTS #10 (professionalism) and RIPTS #4 (diversity) during the student teaching experience. Improvement can be seen between Preparing to Teach and Exit in the RIPTS #1 (general knowledge). Future revisions to the assessment system will be completed with an eye on improving opportunities to examine teacher candidate

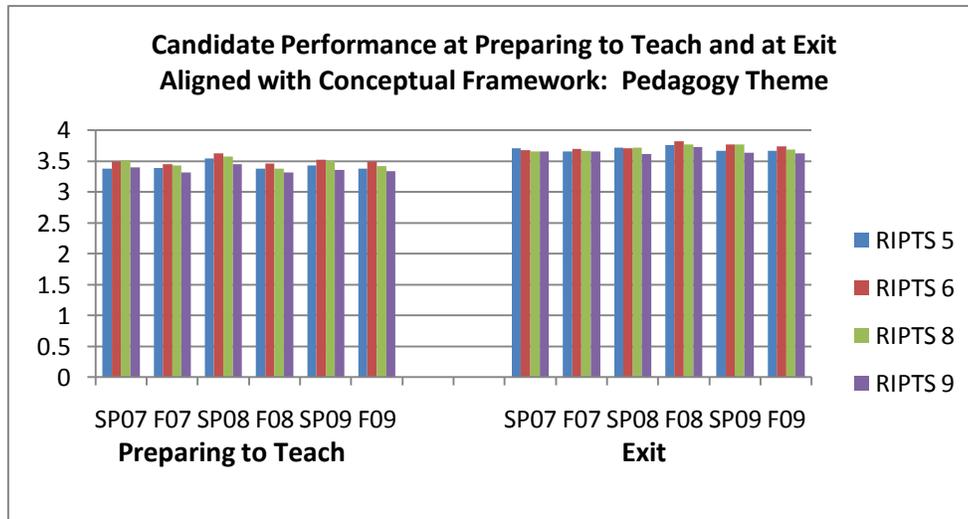
strengths and weaknesses at the exit point. These opportunities will enable the unit to make appropriate adjustments to help strengthen learning experiences.



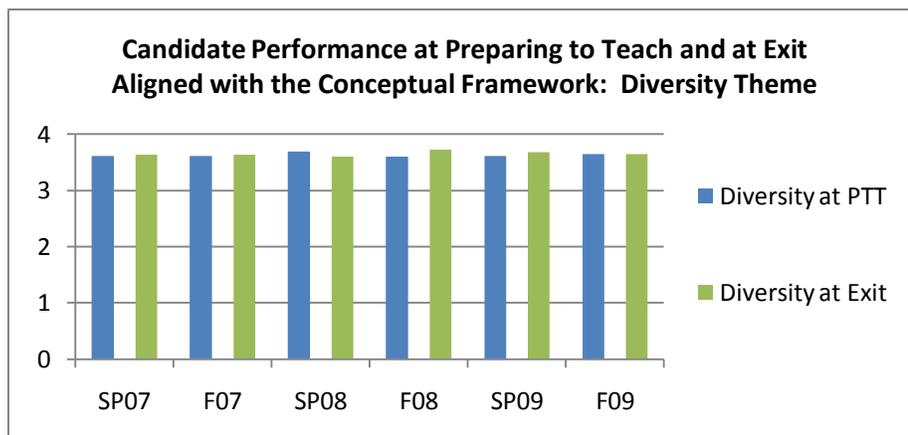
Program requirements are guided by the Feinstein School of Education and Human Development (FSEHD) Conceptual Framework. The Conceptual Framework includes four themes to guide candidates' learning. Knowledge is a foundational theme and provides support for development of general knowledge, human learning and development, contexts of schooling and discipline knowledge. This theme aligns with RIPTS 1, 2 and 3 which focus specifically on general knowledge, discipline knowledge, and an understanding of how children learn and develop. Assessment data provides insight on the growth that occurs between the Preparing to Teach point and the Exit point in relation to this Conceptual Framework theme. Data trends indicate candidates are strong in this theme prior to student teaching and an upward trend continues to the Exit point.



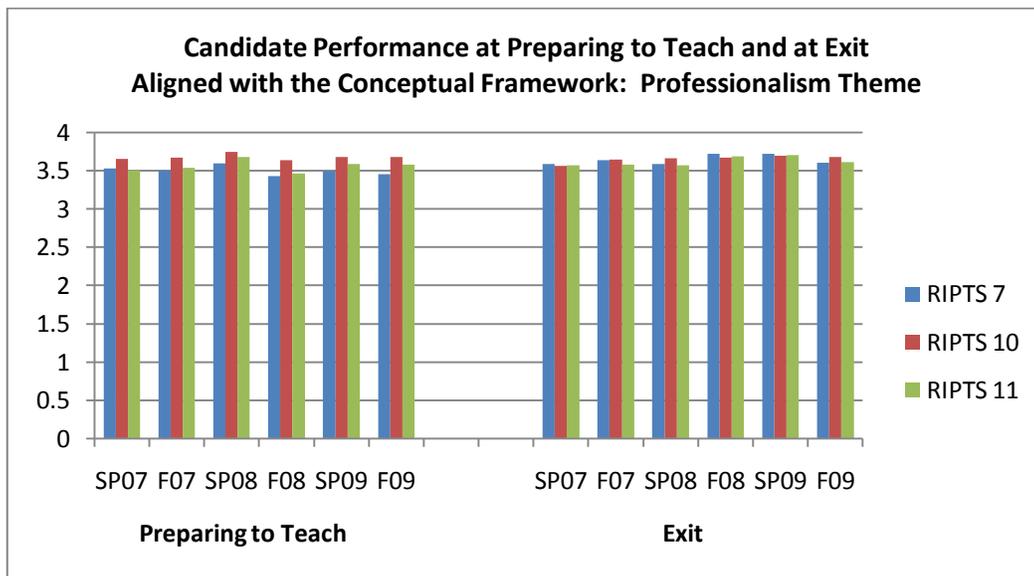
The pedagogy theme of the FSEHD Conceptual Framework includes explorations of theory and practice of teaching and learning, instructional uses of technology, and uses of assessment as an aid to practice. A collection of RIPTS align with the pedagogy theme and provide evidence of candidates' competencies in these skills: RIPTS 5, critical thinking; RIPTS 6, classroom management; RIPTS 8, communication; and RIPTS 9, assessment. Again, the data provides support for the claim that candidates are strong in pedagogy at the Preparing to Teach point. While there is not much room for growth, there is slight yet consistent growth across the collection of RIPTS when comparing Preparing to Teach scores to Exit scores.



Candidates in the FSEHD demonstrate competency of RIPTS 4: *Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning* at the Preparing to Teach and Exit points. This RIPTS aligns closely with the FSEHD Conceptual Framework theme of diversity. Data reporting candidate performance on assessments measuring progress on the diversity RIPTS tell a story of success. While there is little difference between candidates' performance between Preparing to Teach and Exit, this is an area of strength for candidates prior to student teaching. While there is a very slight increase between the two gates during most years, the more important message is that FSEHD candidates perform well in this area before entering the student teaching experience.



The final theme of the FSEHD Conceptual Framework reflects the candidates' development in the area of professionalism. The framework highlights three areas of professionalism: professional ethics, collaboration and advocacy, and professional development. While these characteristics are woven throughout effective practice, they are directly linked to RIPTS 7, 10, and 11 which focus on skills related to collaboration, professional development, and legal and ethical standards. This theme is another area which reflects skills candidates successfully develop earlier in the program, particularly those related to professional development. The slight growth present in other themes between the Preparing to Teach gate and the Exit point is not as obvious in the theme because the candidates begin the student teaching experience with a strong skill set leaving less room for growth at Exit.



In conclusion, the former assessment system provided opportunities for candidates to demonstrate competency related to critical teaching skills guided by the FSEHD conceptual framework. The collected evidence supports the belief that FSEHD teacher candidates are successful across a range of instructional practice. However, a revision of the assessment system was prompted by a need to parse out candidate strengths and weaknesses in a more discrete manner in order to use analyses for meaningful program improvement.