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Rhode Island College  
 Traditional Program  
 2008-09

Print Report Card

Program Information

**Name of Institution:** Rhode Island College  
**Institution/Program Type:** Traditional  
**Academic Year:** 2008-09  
**State:** Rhode Island

**Address:** 600 Mt Pleasant Ave  
 Providence, RI 02908

**Contact Name:** Dr. Gilbert Sullivan  
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant? Yes

TQE partnership name or grant number, if applicable: TQE: Rhode Island Teacher Education Renewal and Mount Pleasant Teacher Academy

**Section 1a Program Admission**

For each element listed below, check if it is required for admission into any of your initial teacher certification programs(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fees/Payment	No	Yes
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Experience in a classroom or working with children	Yes	No

Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum GRE score	No	Yes
Minimum basic skills test score	Yes	No
Subject area/aptitude content test or other subject matter verification	No	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	Yes
Interview	No	Yes
Resume	No	Yes
Bachelor's degree or higher	No	Yes
Jobs offer (for trainee)/internship	No	No
Personality test (e.g. Myers-Briggs Assessment)	No	No
Other (specify: Technology Competency )	Yes	Yes

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.tn.gov/tnstate/index.cfm?main=EducationHumanDevelopment/index.php>

Indicate when students are formally admitted into your initial teacher certification program:

Other - after completion of semester

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

Undergraduate teacher candidates may choose the Assessment of Basic Skills Test (ACT, SAT or Praxis I-PPST)

<http://www.tn.gov/tnstate/index.cfm?main=EducationDevelopment/assessment/basikskillsrequirement.pdf>

Post graduate teacher candidates can choose who submits letters of recommendation. They are asked to submit, two letters from the following list:

- Faculty
- Supervisor of a child/youth related activity
- Work supervisor

Additional degree specific Admissions Information links:

Undergraduate

<http://www.tn.gov/tnstate/index.cfm?main=EducationHumanDevelopment/index.php>

Graduate

**Section I b Program Enrollment:**

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	3024
Unduplicated number of males enrolled in 2008-09:	2370
Unduplicated number of females enrolled in 2008-09:	693

2008-09	Number enrolled
<b>Ethnicity</b>	
Hispanic/Latino of any race:	10
<b>Race</b>	
American Indian or Alaska Native:	5
Asian:	5
Black or African American:	10
Native Hawaiian or Other Pacific Islander:	1
White:	300
Two or more races:	14

**Section c Supervised Experience**

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	305
Average number of clock hours received for student teaching	400
Number of full-time equivalent faculty in supervised clinical experience during this academic year	27.5
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (K-12 and P-12 staff)	7.8
Number of students in supervised clinical experience during this academic year	599

Please provide any additional information about or descriptions of the supervised clinical experiences:

Candidates participate in numerous and extensive clinical experiences within twenty-eight partnership districts with field-based clinical instructors. Teacher candidates implement units and lessons that the candidates themselves have designed. There is a close working relationship with ESHE faculty and the on-site clinical instructors. Rhode Island College expects that individuals working with non-teacher candidates in clinical settings will abide by the same guidelines and eligibility criteria as those set forth for cooperating teachers working with student teacher candidates.

First, to serve as a clinical instructor for a practicum or student teaching placement, a clinical instructor must:

- Possess a continuing contract

- Possess a professional teaching certificate for the grade level or special subject in which the teacher candidate is assigned
- Have taught a minimum of three full years as a certified teacher
- Have taught at least one full year at the current assignment
- Make a commitment to develop their teaching in line with the Feinstein School's Conceptual Framework and the Rhode Island Professional Teaching Standards
- Demonstrate teaching excellence as determined by the School District
- Participate in a Rhode Island Professional Teaching Standards (RIPTS) training session as specified in the partnership agreement between the school department and Rhode Island College

Schools that accept Feinstein School student teachers will demonstrate the following:

- A school principal committed to quality teacher preparation, and who agrees to exercise overall administrative supervision and support for the student teacher candidates
- A school staff willing to work in a collegial manner with Feinstein School faculty to provide an overall environment conducive to learning, and to develop their classrooms into pre-service teacher preparation sites, reflecting the Feinstein School's Conceptual Framework, Rhode Island Professional Teaching Standards, and Rhode Island College policy

The Office of Partnerships and Placements (OPP) is directly responsible for securing all placements that occur in a school, field experience, or clinical setting for all FSEHD students. Teacher candidates are placed in schools and settings with teachers and instructors who use reflective teaching practices, who are committed to teaching excellence, and who strive for high student achievement.

Second, all FSEHD candidates, who are enrolled in programs leading to certification, complete a series of clinical experiences that are sequentially designed to move the candidate from initial knowledge and skills levels and to build an foundation from each preceding course. All candidates enroll in a first clinical experience (one-credit course titled, *Schooling in a Democratic Society* (FNED 146); social and cultural forces that affect schools are examined and there are fifteen hours of field-based experiences in an urban school setting. Then, each certification program requires a series of clinical experiences that allow teacher candidates opportunities to apply theory into practice as guided by the clinical instructor and faculty member. The clinical experiences also provide an opportunity for the clinical instructor and faculty member(s) to observe, evaluate, and provide feedback to each teacher candidate about his/her work and teaching.

Third, elementary, secondary and special education initial certification teacher preparation programs work to assure that all teacher candidates complete clinical experiences in a variety of school experiences, including urban, suburban. Those that serve culturally, linguistically, and economically diverse students and those students possessing a wide range of academic abilities. In elementary education, teacher candidates complete six clinical experiences prior to student teaching. These experiences cover content and pedagogy in reading, language arts, social studies, science, and mathematics. In early childhood, teacher candidates complete five clinical experiences prior to student teaching in the following content areas: mathematics, literacy and language arts. In secondary education, teacher candidates complete three clinical experiences in technology, literacy, and content specific pedagogy. Physical education teacher candidates complete three clinical experiences in team activities, rhythms, and individual/duel activities prior to student teaching. Health candidates complete two clinical experiences in content specific pedagogy and then student teach. Technology education candidates complete three clinical experiences with focus in elementary and secondary technology education prior to apply placements for student teaching clinical experiences. Music education candidates complete three content and pedagogy clinical experiences. Art education candidates prior to student teaching complete two clinical experiences. In special education, all candidates complete four clinical experiences prior to their student teaching placement; content includes introduction to characteristics and education of children with disabilities, principle/procedures of behavior management, assessment procedures, and curriculum, assessment and methodology of children with mild/moderate disabilities. Candidates enrolled in the route of profound certification program complete an additional clinical experience about assessment and instruction of children and/or adolescents with severe/profound disabilities.

Fourth, a Preparing to Teach Portfolio is developed throughout the clinical field experiences as teacher candidates document their knowledge, skills, and dispositions. These artifacts are aligned with the RIPS and enable the candidate, faculty, program, clinical instructors, and the College to assess growth, identify areas of need, develop areas lacking

strength, plan for improvement, and determine the readiness of each teacher candidate to engage in student teaching.

During the clinical experiences for each initial certification program, candidates complete a Teacher Candidate Mini Work Sample. Drawing on the work of the Renaissance Partnership for Improving Teacher Quality, the PSEHD assessment committee designed a Teacher Candidate Mini Work Sample assessment to gather evidence of a candidate's readiness to student teach. The Mini Work Sample is a product that demonstrates the candidate's ability to plan a standards-based instructional sequence. The Mini Work Sample contains three teaching processes identified by research and best practice as fundamental to planning a high quality standards-based unit and improving student learning. Through the Mini Work Sample, the candidate provides evidence of his/her performance relative to each of the following processes:

- Setting significant, challenging, varied, and appropriate learning goals
- Using multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction
- Designing instruction for specific learning goals, student characteristics and needs, and learning contexts

The design, content, and evaluation of the three teaching processes in the Mini Work Sample are identical to the processes in the Teacher Candidate Work Sample (TCWS) completed during student teaching. While performance expectations at the Preparing to Teach level are different from those expected during student teaching, the parallel design of the Mini Work Sample and TCWS is intended to establish consistency in criterion-based assessment across time and help candidates internalize unit expectations.

The student teaching experience and the student teaching seminar are considered the culminating courses for teacher candidates in the Feinstein School of Education and Human Development (FSEHD). This fourteen week, five day a week, final clinical experience requires teacher candidates to work full time in the classroom and school setting. This experience introduces the teacher candidate to the practices of a professional teacher. Teacher candidates work side-by-side with their cooperating teacher to extend their experience of planning, curriculum, implementation, engaging in long-term educational goal setting, setting objectives and implementing assessment practices of student performance. The teacher candidate is responsible for planning and submitting lesson and unit plans on a daily and weekly basis and implementing formative and summative evaluation processes of their teaching performance.

Finally, the Teacher Candidate Work Sample has replaced the Exit Portfolio for the culminating clinical experience of student teaching. The Director of Assessment and the PSEHD Assessment and Program Improvement Committee began work in Spring 2008 to revise the assessment program for initial programs, beginning with the Exit transition point. In Spring 2008, the committee designed a draft Teacher Candidate Work Sample (TCWS) assessment to replace the unit's Exit Portfolio. The committee drew on the resources of the Renaissance Partnership for Improving Teacher Quality's Teacher Work Sample model, as well as Teacher Work Sample resources from various states and institutions of higher education to design PSEHD's TCWS.

The TCWS is a product that demonstrates a candidate's ability to plan, deliver, and assess a standards-based instructional sequence, document student performance, and reflect upon the effects of his/her instruction on student learning. The TCWS contains seven teaching processes identified by research and best practice as fundamental to improving student learning. Through the TCWS, each teacher candidate provides evidence of his/her performance relative to each of the following processes:

- Using information about the learning teaching context and student individual differences to set learning goals and plan instruction and assessment
- Setting significant, challenging, varied, and appropriate learning goals
- Using multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction
- Designing instruction for specific learning goals, student characteristics and needs, and learning contexts
- Using regular and systematic evaluations of student learning to make instructional decisions
- Using assessment data to profile student learning and communicate information about student progress and achievement

-Reflecting on his or her instruction and student learning in order to improve teaching practice and increase student motivation and achievement

What distinguishes the TCWS from the Future Exit Portfolio and other ESEED unit assessments is the emphasis on improving E-12 student achievement. In contrast to the Exit Portfolio and other unit assessments, the TCWS provides written evidence of each teacher candidate's ability to have a positive impact student learning.

### Section 1d Certified/Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/licensed 2005-06	Number certified/licensed 2007-08	Number certified/licensed 2006-07
TOTAL (all areas/subjects)	297	330	343
Art Education	11	17	11
Early Childhood	2	17	13
Elementary Education	86	88	102
English	10	28	24
French	0	1	1
Spanish	2	2	9
Health Education (includes H/PE students)	13	13	19
History	13	19	17
Mathematics	9	17	13
Music	6	7	5
Physical Education	1	7	12
Biology	1	2	3
Chemistry	1	1	0
General Science	1	5	1
Physics	2	0	1
Special Education: Early Childhood	5	0	1
Special Education: Elementary	104	112	98
Special Education: Secondary	1	0	1
Special Education: Severe/Profound, K-12	0	0	1
Technology Education	0	3	7
0650712 - SE Anthropology	2	0	0
0650712 SE Political Science	1	0	0
Teaching English as Second Language	2	1	0

### Section 1e Program Competers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 207

2007-08: 166

2006-07: 245

## Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2009-10</p> <p>Goal: Quality Content Specialists</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Quality content specialists, prepared to teach in RI classrooms-Multiple evaluation points for mathematics competence for teacher candidates,</p> <p>Increase recruiting efforts.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Quality content specialists, prepared to teach in RI classrooms-Mandatory advising prior to enrollment in semester courses.</p> <p>Identify potential secondary ed math majors and elementary ed math majors at admission/ orientation points.</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: Retention &amp; Diversity</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>To increase retention of students in the science education program-Improvement of advising system to reduce problems in Education Program.</p> <p>To increase the diversity within the science education student body-Development of a Teacher Academy, a collaboration between an urban high school in Providence and the Feinstein School of Education and Human Development.</p>

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

To increase retention of students in the science education program-Coordinator attends informational meetings with interested undergraduates.

Coordinator participates in college-wide universal advising system, which increases contact time.

To increase the diversity within the science education student body-Write and implement curriculum for grant-funded Teacher Academy program in conjunction with Mt. Pleasant HS personnel.

Special education

Academic year: 2009-10

Goal: ~~Notes and support~~

Goal met? Yes

Description of strategies used to achieve goal:

Continue to offer alternate paths to certification in severe disabilities-Provide courses within local schools to ease the time demands of students throughout the state.

Further support teacher to candidates in secondary special education within the M. Ed in Special Education Certification Program-Develop informational materials.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Continue to offer alternate paths to certification in severe disabilities. Early advertisement of program details through the Sherlock Center.

Further support teacher to candidates in secondary special education within the M.Ed in the Special Education Certification Program. Increased advisement to assist in retention of students in teacher prep programs with this concentration.

Instruction of limited English proficient students

Academic year:

Goal:

Goal met?

Description of strategies used to achieve goal:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Other

Academic year:

Goal:

Goal met?

Description of strategies used to achieve goal:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:



## Provide any additional comments, exceptions and explanations below:

### Mathematics Comments:

For math secondary education majors, the GPA requirement for mathematics courses was raised from 2.50 to 2.75. In addition, there is a limit on the number of math courses in the major that students can repeat to achieve that GPA. A departmentally-administered Algebra/Trigonometry exam must be passed prior to secondary mathematics placement. The Mathematics Program has instituted the requirement of the PRAXIS 0061 content test in mathematics with a cut score of 190. This assessment must be taken prior to placement, and must be successfully passed prior to student teaching.

Program faculty members have created a plan to identify and to reach out to potential math secondary education majors and elementary education math majors at their college admission and orientation points. Students in our Department's Mathematics/Computer Science Club can serve as mentors for newly enrolled math education majors. For second-career candidates, The Rhode Island Teacher Educator Program (RITE) is a 2-year process; Mathematics often loses potential candidates to other schools and programs. The Math Department plans to examine alternate course scheduling options to move the RITE Program course sequence forward; these options will make the program more attractive to potential candidates.

To help deepen the content knowledge of the current number of in-service teachers, a professional track in the Master of Art in Teaching in Mathematical Studies degree is offered. Whether or not teachers opt for a formal graduate degree program, graduate-level courses are offered for in-service teachers. To date, courses in problem solving, combinatorics, calculus, bridging school-college mathematics, and statistics are offered. Workshops from the National Council of Teachers of Mathematics have been instituted in both mathematics content and pedagogical issues. Offered by the Rhode Island Science, Technology, Engineering, and Mathematics (STEM) Center here at RIC, these mathematics workshops have attracted both elementary and secondary level teachers. In addition, for elementary teachers, the Mathematics Department is planning on offering a five-course mathematics certificate program.

### Science Comments:

In Secondary Science Education, there have been improvements in the advising system, and faculty members have made efforts to reach out to prospective science educators earlier. In the past, students could not need to speak with an education faculty member until the end of their sophomore year. Now, there is an explicit effort to identify students early, and provide them with two advisors, one in the science content area, and one in education.

RIC has been successful in achieving gender parity within science education. Of the ten student teachers from 2006-2010 cohorts, there are five women and five men. These proportions are roughly similar at the earlier stages of the science program as well.

The Feinstein School of Education has started the Mt. Pleasant Teacher Academy, a collaboration between an urban high school in Providence and the Feinstein School. High School students in the program begin taking college level classes, which are designed to prepare them to be independent adults, able to thrive in a college environment very different from their high school environment. Completing the Teacher Academy program will earn participants college elective credits, familiarize them with the profession of teaching, and enable them to begin work as a teacher's aide upon graduation if they choose. By creating and maintaining this bridge program, we hope to encourage a wider diversity of students to consider education careers, particularly in science education.

### Special Education Comments:

Many teachers who have existing teacher certification in secondary education but are under-employed as substitute teachers have shown interest in adding a special education certification in the Middle/Secondary Level of Special Education. The Department of Special Education developed a new graduate program, The Master's in Education in Special Education Certification to accommodate the needs of teachers who are available to take evening classes. This program provides the bulk of college instruction in the evening, but also demands on-site school classroom experience at the secondary level throughout the program.

### Teacher Shortages in Severe/Profound Disabilities:

Many students with severe/profound disabilities are supported by teachers with teaching certification in mild/moderate areas. The Sherlock Center on Disabilities, with the support of the Department of Special Education at RIC, developed a

fast-track certification program to provide these teachers the skills and coursework (four courses) needed enable them to appropriately meet the needs of all students in their current classrooms. The coursework, in combination with the application of skills within their classrooms with students with severe/profound disabilities was the basis of this program. Each year, a cadre of approximately fifteen teachers is selected for this program. This program is in its fourth year of implementation.

## Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.**

Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**

Yes

**General education teachers receive training in providing instruction to children with disabilities.**

Yes

**General education teachers receive training in providing instruction to limited English proficient students.**

Yes

**General education teachers receive training in providing instruction to children from low-income families.**

Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

All teacher candidates in elementary and secondary teacher preparation programs complete a course, ENED 346: Schools in a Democratic Society. This four-credit course addresses many of the assurances listed in Section II. Fifteen hours of field-based clinical experiences are required; these hours are completed in an urban setting. Additionally, each teacher preparation program places teacher candidates in different school settings, urban, suburban, and rural schools throughout their clinical experiences, to gain exposure and experience in diverse learning environments.

Teacher Preparation Program faculty have been trained on the needs of English language learners and that preparation is now being incorporated into education courses. In ENED 346 students consider the ideological messages implicit in the language surrounding students whose first language is not English and become familiar with the most prominent findings in the relevant literature. In other courses students explore the complex struggles faced by English language learners and practice scaffolding strategies that support the acquisition of academic language in the content areas.

The impact of social class is addressed in the ENED 346 classes and is part of the conversations/reflections in other preparation courses as well as the Student Teaching Seminar. Teacher candidates examine the context of teaching in the mini-Teacher Candidate Work Sample (Mini TCWS) and the Teacher Candidate Work Sample (TCWS); this was described in the narrative in Section I.e, Supervised Clinical Experience. As noted earlier, all teacher candidates in ENED 346 tutor fifteen hours in urban multicultural settings where the majority of students are eligible for free or reduced lunch. The issue of social class is addressed in courses for elementary and secondary teacher candidates with examination of linguistic and cultural capital, with a particular emphasis on the teaching of academic vocabulary and discourse and their use in both oral

and written learning activity.

Teacher candidates in elementary, early childhood education, and secondary programs undergo extensive, supervised clinical training in application of state standards for reading, writing, and mathematics, all areas of need identified by Rhode Island schools. As the state department continues to respond to federal mandates, students receive extensive, semester-long training in newer state standards for science and social studies; prior to this, national standards were the focus of these discipline-based practicum methods classes.

Teacher candidates in elementary, early childhood education, and secondary education programs also undergo extensive, supervised training in field-based settings, implementing units and lessons that the candidates themselves have designed. Candidates in elementary education complete six supervised field-based methods classes prior to student teaching; candidates in early childhood education complete five supervised, field-based methods classes. Secondary education teacher candidates complete three clinical experience courses prior to student teaching. During the completion of these courses, candidates face instructional decisions in the real-world setting of a variety of classrooms and receive feedback from both the course instructor and the classroom teacher.

Teacher candidates who are also seeking certification in special education are required to complete a dual certification in elementary or early childhood education. These teacher candidates are required to complete the college's general education curriculum, which includes specific courses in mathematics, biology, physical science, and political science. All candidates in elementary education then complete the six supervised field-based methods classes in content areas of reading, language arts, mathematics, science, and social studies and all candidates in early childhood education complete five supervised, field-based methods classes in the same content areas. Secondary education teacher candidates who are seeking certification in special education also complete dual certification in their content area and special education of students with mild/moderate disabilities, middle level through secondary level. These teacher candidates complete the two supervised secondary field experiences, student teaching in two placements, and the required special education courses.

A special education course (SPED 400) is required of all elementary and early childhood teacher candidates. A separate and newly developed section of this course (SPED 413), specially designed for secondary education teacher candidates, is required of the secondary education teacher candidates. These courses provide instruction for adapting general education lessons for students with disabilities. The collaboration purposes, models, strategies, and roles of the special educator are addressed. Some topics taught include collaborative teaching, paraprofessionals and planning, and testing and using assessment strategies in special education. Students must receive a grade of B- or higher in this course to continue with the teacher preparation program/certification track.

## Section III. Assessment Rates

### Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	257	246	96	98
All program completers, 2007-08	196	193	97	97
All program completers, 2006-07	335	323	96	98

## Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation programs.

**Is your teacher preparation program currently approved or accredited?**

Yes

**If yes, please specify the organization(s) that approved or accredited your program:**

State

NCATE

Other (specify: Rhode Island Department of Education)

**Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HFA of 2008)?**

No

## Section V Technology

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**  
Yes
- **use technology effectively to collect data to improve teaching and learning**  
Yes
- **use technology effectively to manage data to improve teaching and learning**  
Yes
- **use technology effectively to analyze data to improve teaching and learning**  
Yes

**Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

All teacher candidates must pass a technology examination or complete a specific technology course at the college in order to prove their competence in technology.

Integration of technology is a required component of elementary, early childhood, and secondary education teacher candidates.

Technology is infused into courses and beginning fall 2016 the college will be using Chalk and Wire for unit assessments, program assessment, data collection, and the creation of teacher candidate electronic portfolios.

The use of technology, integration of technology into curricula and instruction to improve teaching and learning, and the principles of universal design for learning are integral components of our teacher education programs.

In the elementary education and secondary program courses, particularly in the fields of mathematics and science, technology is infused with teaching and learning. With STEM grant funding, candidates are trained in technology-designed classrooms, specifically dedicated to teaching about technology use. Particularly in the field-based, science methods class, teacher candidates are required to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. The course artifact presented by candidates for their Preparing to Teach portfolio provides evidence of a level of candidate learning. The principles of universal design are also an integral part of the required course in adapting general education instruction for students with disabilities.

For elementary education teacher candidates, in the course, EEED 437/537 (Teaching Elementary School Science), a wide range of technology is integrated into learning about the instruction of children. They use:

-Tablet PCs

- Digital projector
- Internet
- Document camera
- Classroom response systems
- Digital and flip video cameras
- Online programs such as video streaming curriculum and simulations
- Blackboard Learning Management System
- Chalk and Wire Assessment Management System
- Videconferencing
- Microsoft Office - Word, PowerPoint, Excel

For secondary education teacher candidates, the course SED 406 (Instructional Methods, Design, and Technology) provides students with experience in audio and video recording, exposure to newer technologies like SMART boards, digital projectors, LCD projectors, iPods, converting files into different formats, as well as using productivity software to create materials that have clear layout and design. Technology is integrated into pedagogical methods with this course. Teacher candidates create lessons and every lesson must have at least one technology component. Teacher candidates create multi media presentations and are required to use Smart boards, document cameras, clickers, and presentation device. Some online learning technologies are introduced (blogs, wikis, discussion boards).

Secondary education teacher candidates may fulfill the technology competency requirement by enrolling in INST 251: Introduction to Emerging Technologies. They learn Office Suite, Web 2.0 tools, copyright issues, and some digital photography. In another required course for secondary education teacher candidates, SED 406: Instructional Methods, Design, and Technology, components of technology are integrated into pedagogical methods. Students are required to create lessons and assignments, which integrate technology. In addition, students use laptops, video cameras, Smart Boards, document cameras, and iPods. There is a unit in the course, which addresses UDL, access and accessibility.

The following section is a summary and explanation of how our Science Teacher Education Program prepares teacher candidates to integrate and use technology:

Teacher candidates in Science Education are required to collect learner data through a variety of informal and formal assessments, which include the development/ use of checklists, rating scales, and rubrics with the use of technology. Learner work samples are retrieved and digitized for inclusion in the course artifact. An Excel spreadsheet is maintained (electronic grade-book) to facilitate record keeping and the analysis of the learners' performances over time as candidates teach science units over the course of practicum. These data are manipulated within Excel to prepare whole class progress reports, as well as individual learner progress reports. The E-grade book is a linked document that enables the user to link out to selected samples of student work and/or images, rubrics, assessment criteria, and content, professional, and ISTE-NETS standards.

Candidates write a reflective paper (20-25 pages in length) describing and analyzing the data and its application in the transformation of their teaching and subsequent impact on elementary education learners. Each candidate is required to submit the electronic artifact as part of the course and program requirements, so the artifact will be reused in the future on Chalk and Wire (fall 2010). The use of electronic artifacts in the course dates back to 2001 with recent format changes to embrace and introduce the student work sample design to the rising student teachers.

Furthermore, the following is an outline of how technology and the UDL is utilized within the Science Education Program:

UDL has been taught within some science courses since 2003. Teacher candidates,

1. Consider developmental child theory and are provided an orientation to diverse learners in science (STES2) education
2. Study the history or evolution of UDL via its conceptualization by CAST, Inc. reinforcing their UDL.
3. Learn through the Stanford Center on Disabilities website. This website is showcased in class because there are examples

of UDL teacher developed units that were implemented, inclusive of videos of teachers' implementation of a selected lesson -- video clips of UDL lessons being taught by teachers will be posted to the Sherlock Center website shortly.

4. Learn about the UDL observation tool, which was developed with the members of the UDL team at the Sherlock Center. Teacher candidates also analyze the video clips using a modified version of the CAST, Inc. UDL Checklist. This checklist has been introduced to the academy and is being presented in two weeks at an international conference at Kuwait University, April 9-25, 2010.

5. Students in the practicum are placed where instructional technology can be used/is available to realize a range of UDL practices with technology. Candidates use various technologies supplied by the college and the district partner in the practicum setting such as document cameras, laptop computers, Internet, software, ILCs, classroom response system (clickers), digital cameras, to name a few.

7. Software use is discussed in, such as Inspiration, text-to-speech software and websites such as teachersdomain and learner.org, as well as resources outline for science instruction such as the Illinois University Extension website.

Finally, the Pennsylvania School of Education and Human Development (PSEHD) has adopted Chalk and Wire as the web based platform and software to be used by all faculty in the teacher education programs. This e-portfolio authoring, assessment, and data analysis system allows students and faculty to post, grade, and analyze teacher candidate assessments in an electronic based format. PSEHD administrators and select faculty attended a three-day Chalk & Wire training workshop in September 2009. A plan was subsequently developed to phase in the training and implementation of Chalk & Wire, with full-scale implementation anticipated in Fall 2010. The PSEHD Director of Technology held six small group Chalk & Wire training sessions with department chairs, program coordinators, and other faculty in Fall 2009 and Spring 2010. Some teacher candidates have been oriented to Chalk & Wire Fall 2009 and Spring 2010. All unit assessments have been loaded into Chalk & Wire for use by those who have been trained to use the software. Training will continue until full-scale implementation is achieved.

Even without full-scale implementation of Chalk & Wire, PSEHD has been moving toward electronic data collection. In Fall 2009, all Observation and Progress Reports for teacher candidates data at East were collected via SurveyMonkey. In Spring 2010, all Exit, Preparing to Teach, and Student Teaching assessments were put into Checkflex, an alternative to SurveyMonkey and a user-friendly vehicle for electronic data collection. PSEHD will maintain a subscription to Checkflex until full-scale implementation of Chalk & Wire.

## Section VI. Teacher Training

Does your program prepare general education teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes
- teach students who are limited English proficient effectively  
Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The Department of Special Education provides coursework to all elementary educators, early childhood educators, and secondary educators that prepare them to work as a member of the IEP team. These courses are SPED 433 (Adaptive Instruction for Inclusive Education) and SPED 531 (Universal Design for Educating All Students.) The Department of Special Education recognizes the differences in challenges faced by general educators at the early level (elementary/middle school) and challenges at the high school level. As a response to this, the department offers sections of SPED 433 that are

tailored to these differences, and taught by special education faculty with personal experience, and expertise in the unique challenges at each level. The content of these two courses addresses skills needed by teachers who provide support to students who are limited English proficient. Two professors who teach these courses have many years of effective teaching experience within urban districts, and one professor has experience as a bilingual special educator.

A common course artifact, The Differentiated Unit was developed collaboratively by all professors who teach SPED 433 and SPED 330. This Differentiated Unit ensures that all teacher candidates enrolled in these courses demonstrate the ability to identify the individual needs of students with disabilities, use information developed by the IEP team to implement support, and differentiate instruction to meet student needs.

For anyone entering any teacher education program at ESUDD, the course ENED 306, *Schooling in a Democratic Society* is taken. A significant emphasis of instruction in this course is placed on the education of English Language Learners, focusing on remaining equity issues that exist for ELL students and their families. Following this, in elementary education, under the RITER (Rhode Island Teacher Education Renewal) multi-year grant, training for college instructors was provided in working with limited English proficient students. This grant provided extensive instruction and materials for infusing ELL instruction into all education coursework. Course instructors use materials from grant training in their courses as candidates develop lessons to implement with urban ELLs. General education teachers can also choose to enroll in an M.Ed. in Teaching English as a Second Language or coursework in TESL education. Secondary education faculty also benefited by RITER funding to enhance their teacher education curricula around instruction of adolescent ELLs. For example, in the secondary education course SED 407: Instructional Methods, Design, and Literacy, there is substantial emphasis placed on the development of academic literacy in a second language.

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**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

The Department of Special Education provides many programs to prepare special educators:

- BS in Special Education: Elementary/Middle Level for students with Mild/Moderate Disabilities
- BS in Special Education: Middle/Secondary Level for students with Mild/Moderate Disabilities
- BS in Special Education: Students with Severe/Profound Disabilities
- M.Ed. in Special Education Certification: Elementary/Middle Level for students with Mild/Moderate Disabilities
- M.Ed. in Special Education Certification: Middle/Secondary Level for students with Mild/Moderate Disabilities
- M.Ed. in Special Education: Students with Severe/Profound Disabilities
- M.Ed. in Early Childhood Special Education

Each program requires a minimum of six required courses with the sole focus of providing teacher candidates the opportunity to demonstrate skills, knowledge, and dispositions of their chosen special education focus. Each course incorporates college classroom learning, and supervised clinical experiences within approved special education classrooms.

within Rhode Island school districts. All programs provide training related to participation as a member of an IEP team. This information is included within all courses to some degree but has particular prominence in SPED 534: Involvement of Parents and Families Who Have Children with Disabilities and SPED 440: Home School Collaboration.

Description of the field and clinical experiences required for the B.S. in Mild/Moderate Disabilities (Middle/Secondary):

Teacher candidates are provided opportunities in all classes to extend learning beyond the college classroom. For most undergraduate classes, a 30-hour practicum provides teacher candidates extended experience in classrooms that support elementary or middle level students with mild/moderate disabilities. The practicum experience is under the supervision of a certified teacher in special education to assist the teacher candidate with developing the competencies identified in the specific college course. Practicum teachers have a minimum of three years teaching experience although most have far more than the minimum years in the field.

Teacher candidates in the B.S. in Mild/Moderate Disabilities (Middle/Secondary) are assigned to practicum experiences to ensure they have a range of experiences that match the broad characteristics of students with mild/moderate disabilities.

The minimum variety of experiences include experiences with:

- Students often identified with high incidence disabilities
- Middle school-age students with mild/moderate disabilities
- Secondary school age students with mild/moderate disabilities with particular emphasis on transition
- Middle or Secondary Students with moderate disabilities
- Students with mild/moderate disabilities in urban districts with a high percentage of families with cultural and language diversity and economic challenge.
- Classroom settings in public schools that support inclusive practice of all students

This breadth of experience does not address every challenge within mild/moderate disabilities but it does present teacher candidates with a minimum set of experiences to gain knowledge of a range of challenges in mild/moderate disabilities.

Description of the field and clinical experiences required for the B.S. in Mild/Moderate Disabilities (Elementary/Middle):

Course Description: Home School-based Experiences

SPED300 Introduction to the Characteristics and Education of Children and Youth with Disabilities 30 hours The field experience and the case study (course artifact) are intended to assist candidates in understanding their own personal and emerging professional insights into children with disabilities and the system of special education. The teacher candidate interacts with an elementary or middle level student with a mild/moderate disability and prepares a case study to describe the student's learning needs, the system that supports the student, and the link to effective practice.

SPED320 Principles and Procedures of Behavior Management for Children and Youth with Disabilities 30 hours

The SPED 320 field experience provides teacher candidates with an opportunity to observe students in a setting that supports positive behavior support and intervention. Candidates spend 30-hours in a classroom, assisting with learning experiences. Candidates use this experience as a basis for their course artifact: The Classroom Structure Project. Candidates observe the influences of classroom features on student learning and behavior. Recommendations for redesigning the special education setting so as to maximize student academic and social learning are presented.

SPED310 Language Development and Communication Problems of Children 5 hours

Teacher candidates observe a student with a language disability in an urban culturally diverse classroom setting to identify the effect of language difficulties on classroom performance (social, academic, behavioral).

SPED312 Assessment Procedures of Children and Youth with Disabilities 30 hours

The primary purpose of the field experience is to provide teacher candidates the opportunity to become acquainted with the process of curriculum-based assessment. Candidates identify a student's skill, assess the skill and identify the growth of skills over a period of time. Candidates assess a student in an area of need using a formal assessment to gather additional



information on student learning.

**SPED 412 Curriculum, Assessment and Methodology of Instruction of Children with Mild/Moderate Disabilities** 36 hours  
The primary focus of field experience for SPED 412 is to develop core competencies pertinent to assessment and instruction, and provides examples pertinent to elementary or middle school age students with mild/moderate disabilities.

**SPED 419 Student Teacher of the School Program for Students with Mild/Moderate Disabilities (Elementary/Middle)**  
6 weeks

(240 hours) Teacher candidates identify the learning needs of students with mild/moderate disabilities. From this understanding, an IEP for one student is developed consistent with professional practice. Students interact with family members in a means consistent with their preference to promote collaboration and understanding of their child's needs. Student teachers develop lesson plans, and capture student learning on an extended basis to identify patterns of growth and need for change. Student teachers are responsible for curriculum planning, staff management and all professional requirements during their experience.

A member of the ILP Network presents each semester to students at the graduate internship/student teaching phase of their program, with a requirement to produce an IEP and participate in all phases of its development within their student teaching experience. The Exit Portfolio requires the submission of a teacher-candidate developed IEP.

## Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

**Additional Information:** The following are two initiatives with TQE grants: TQE Grant: Rhode Island Teacher Education Renewal (RITER) The Feinstein School of Education and Human Development is one of nine institutions participating in the RITER Grant. The grant is in its final year of a five-year operating period. The grant is composed of five strategies: 1) improving content knowledge; 2) developing technology; 3) focusing on diversity; 4) developing teacher mentoring; and 5) developing alternative certification avenues. The last strategy was abandoned after three years of very few successes. FSEHD faculty have participated in developing programs in each of the other four strategies. Some of the benefits have been: 1) improvement of history content for history and social science teachers; 2) improved technology instruction for FSEHD faculty; 3) acquisition of laptop computers for faculty working with partners; 4) the development of a diversity test to be administered to all teacher candidates and 5) research survey to identify the quality of teacher mentoring for beginning teachers. The survey data will be used to develop mentoring programs between FSEHD and school districts. Another professional development study is under way in the area of mathematics and the teaching of multiplication to elementary age students. Elementary teachers from districts participating in the grant are the participants in the professional development. TQE Grant: Mount Pleasant Teacher Academy FSEHD provides services to the TQE Grant awarded to Mount Pleasant High School in Providence, Rhode Island. Five FSEHD faculty members serve on the grant steering committee. Additionally, FSEHD faculty have been teaching college courses to the approximately 24 high school juniors and seniors enrolled in the academy. The three courses offered to the high school students are: (1) ENST 131 Introduction to Technology, (2) CURR 131 ALLIED and (3) FNED 146 Foundations of Education. All three courses are one credit courses and may be used as electives by students accepting into Rhode Island College upon graduation from high school.

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