

Title II

Higher Education Act

SUBMIT REPORTS

[Contact Us](#) - [Glossary](#) - [Log out](#)

Rhode Island College
Traditional Program
2009-10

Print Report Card

Program Information

Name of Institution: Rhode Island College
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Rhode Island

Address: 600 Mt Pleasant Ave

Providence, RI, 02908

Contact Name: Dr. Eileen Sullivan

Phone: 401 456-8593

Email: esullivan@ric.edu

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 I.a Program Admission

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

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/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	No	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum GRE score	No	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic 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
Beachelor's degree or higher	No	Yes
Job offer from school/district	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.ric.edu/feinsteinSchoolEducationHumanDevelopment/undergrad_requirements.php

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

Other After completion of 24 credits

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.ric.edu/feinsteinSchoolEducationHumanDevelopment/pdf/AssessmentBasicSkillsRequirement.pdf>

Post graduate teacher candidates can choose who submits letterers 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)Admission Information links:

Undergraduate

<http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/index.php>

Graduate

http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/graduate_requirements.php#mat

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 2009-10:	994
Unduplicated number of males enrolled in 2009-10:	221
Unduplicated number of females enrolled in 2009-10:	773

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	31
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	6
Black or African American:	14
Native Hawaiian or Other Pacific Islander:	0
White:	773
Two or more races:	6

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	305
Average number of clock hours required for student teaching	490
Number of full-time equivalent faculty in supervised clinical experience during this academic year	36.9
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	19.6
Number of students in supervised clinical experience during this academic year	1081

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

Please note that the clinical field experience numbers reported for this year were in accordance with the definition of "supervised clinical field experience" on the Title II website, but last year the definition used was a revised version and only student teaching numbers were cited.

Candidates participate in numerous and extensive clinical experiences within thirty partnership districts, including two charter schools and an elementary laboratory school with field-based clinical instructors. In some practicum courses, teacher candidates implement units and lessons that the candidates themselves have designed. There is a close working relationship with Feinstein School of Education and Human Development (FSEHD) faculty and the on-site clinical instructors. We are working to deepen our partnerships with our clinical instructors and partnership districts.

Rhode Island College expects that individuals working with our 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 training sessions as specified in the partnership agreement between the school department and Rhode Island College

Schools that accept FSEHD teacher candidates 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. We have streamlined the process to secure and formalize observation, practicum, and all clinical experiences. We are all electronic now and use a data base survey system for the clinical field experience request process, as well as the payment process for all clinical instructors. 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 on the foundation from each preceding course. All candidates enroll in a first clinical experience four-credit course titled, Schooling in a Democratic Society (FNED 346); 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/dual 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 hours in elementary and secondary technology education prior to split 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 severe/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 state teaching standards (RIPTS) 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 FSEHD 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. We are working to train and document that each student teaching seminar leader uses the college's web platform, Blackboard, to provide additional pedagogical experiences, discussion, and a place to post current research articles and other documents relevant to teaching.

Fifth, the Teacher Candidate Work Sample (TCWS) is the formative assessment piece for the student teaching experience. The Director of Assessment and the FSEHD 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 regular Spring 2008, the committee designed a draft Teacher Candidate Work Sample (TCWS) assessment to replace the unit's current 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 FSEHD's TCWS. Currently all programs are required to use the TCWS as an exit assessment.

The TCWS is a product that demonstrates the 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, the 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 former Exit Portfolio and other FSEHD unit assessments its emphasis on improving P-12 student achievement. In contrast to the Exit Portfolio and other unit assessments, the TCWS provides written evidence of the teacher candidate's ability to have a positive impact student learning.

FSEHD has implemented two pilot projects (Fall 2010 and Spring 2011) with the student teaching evaluation system. Cooperating teachers, college supervisors and the targeted teacher candidates were trained to use Chalk and Wire. This web-based assessment e-portfolio/assessment/data analysis system was used for the formal observation evaluation reports for 29 teacher candidates in fall 2010 and 71 in spring 2011. FSEHD is conducting a final evaluation about the use of this system and RIC is outlining an implementation plan to adopt this e-portfolio/assessment/data system for the school; all programs will be required to use the system beginning fall 2011 for the first required program course. Special education and selected programs will also be using Chalk and Wire for data collection with clinical experiences.

Finally, as a summary, after admission to FSEHD, candidates in elementary and early childhood education complete approximately 525 hours of clinical experiences within the professional program, with an additional approximate 400 hours completed in a Content Major or Teaching Concentration in Special Education.

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Early Childhood Education	27
Elementary Education	168
K-12 Programs	39
Secondary Education	46
TOTAL	280

Subject area	Number prepared
Art Education, k-12	7
Biology/Secondary Education	1
Chemistry/Secondary Education	1
Early Childhood Content	9
Early Childhood/Special Education Content	18
Elementary Education Content	75
Elementary Education/Special Education Content	93
English/Secondary Education	17
Health Education (includes PE/Health)	13
History/Secondary Education	19
Mathematics/Secondary Education	8
Music Education, k-12	8
Physical Education, k-12	7
Physics/Secondary Education	1
Technology Education, k-12	3
TOTAL	280

Section I.e Program Completers

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

2009-10: 280

2008-09: 297

2007-08: 336

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	Academic year: 2009-10

	<p>Goal: QualityContentSpecialists</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 & 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> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>To increase retention of students in the science education program-Coordinator attends informational meetings with interested undergraduates.</p> <p>Coordinator participates in college-wide universal advising system, which increases contact time.</p> <p>To increase the diversity within the science education student body- implementing curriculum for grant-funded Teacher Academy program in conjunction with Mt. Pleasant HS personnel.</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: Routes and support</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>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.</p> <p>Further support teacher to candidates in secondary special education within the Master's of Education in Special Education Certification Program-Develop informational materials.</p>

	<p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Continue to offer alternate paths to certification in severe disabilities-Early advertisement of program details through the Sherlock Center.</p> <p>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.</p> <p>Offer a “fast track” for certification for students with prior Special Education Certification at the Elementary/Middle Level to extend to Middle/Secondary Special Education through the CGS in Middle/Secondary Special Education (new 1/2011).</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2009-10</p> <p>Goal: To assist a significant n</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Goal met: Yes (there are 50 people enrolled in the M.Ed. in TESL Program and there are another 20 or so enrolled in our coursework just to complete the endorsement courses). We offer coursework year round, with many endorsement courses being offered twice a year on campus.</p> <p>Description of strategies used to achieve goal: We offer on-campus and off-campus course sequences designed for early childhood, elementary and secondary teachers to meet RIDE requirements for the ESL endorsement (two different pathways are required—one for secondary content teachers and another for all other licenses). We are particularly focusing on teachers in urban districts in our off-campus initiatives.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We are currently creating a cohort model for the off-campus course delivery to create a “fast-track” mode of course delivery using hybrid courses to aid teachers in obtaining the ESL endorsement within 18 months.</p>
<p>Other</p>	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

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 practicum. The

Mathematics Program has instituted the requirement of the PRAXIS 0061 content test in mathematics with a cut score of 140. This assessment must be taken prior to practicum, 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 declared 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. E-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 mathematic 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 would 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 2009-2010 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 secondary level teacher certification, who are not employed or who are under-employed as substitute teachers have shown interest in seeking certification in Middle/Secondary Level Special Education. The Master's in Education in Special Education Certification program accommodates the needs of candidates who work full-time by offering evening classes each semester. This program provides the bulk of college instruction in the evening, but also demands on-site relevant classroom-based field experiences at the middle/secondary level in all courses.

Recently, the Department of Special Education also developed a new Certificate of Advanced Graduate Studies (CGS) to address the secondary special education shortage and to allow recent elementary/middle special education graduates the opportunity to seek additional certification through a 16-credit graduate program.

Outreach to the Educational Studies program faculty and current secondary education teacher candidates is ongoing with formal/informal discussions about the additional course requirements in special education. Current advisement provides information to elementary/middle level special education candidates about the utility of adding two additional secondary special education courses coupled with middle-level student teaching/internship to be eligible for middle/secondary certification through the Rhode Island Department of Education.

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 fifth 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:

Assurances for

•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.

The State Department of Education publishes the Teacher Shortage Report, http://www.ride.ri.gov/EducatorQuality/DOCS/General_Documents/PDF/USDOE%20Tchr%20Shortage%20letter.pdf. RIC offers programs in all identified shortage needs:

- 1.Bilingual Spanish (K - 12)
- 2.Chemistry (7-12)
- 3.Early Childhood (PreK - 2)
- 4.English as a Second Language

5.General Science (7-12)

6.History (7-12)

7.Mathematics (7-12)

8.Physics (7-12)

9.School Nurse Teacher

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

The School's assessment system includes systematic collection and analysis of feedback data from employers. We conduct employer surveys, meet with superintendents, and invite practitioners to meet with our candidates.

The State Department of Education uses a rigorous program approval process, and important component of which is following state-side initiatives and maintaining close connections to the field.

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 clinical experience courses prior to student teaching. In one course teacher candidates observe teachers in the field and participate in scholarly discussion about effective teaching. In another course teacher candidates are in clinical settings for ten hours where they teach literacy-based lessons. 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.

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

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 two full semester secondary field experiences- student teaching in two placements, and the required special education courses.

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

A special education course is required of all elementary and early childhood teacher candidates; a separate and newly developed section of this course (SPED 433), specifically 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, parent interactions and planning, and teaching 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.

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

All teacher candidates in elementary and secondary teacher preparation programs complete a course, FNED 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 FNED 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. Currently, several faculty members—one who teaches the entry courses to teacher education programs (FNED 346), one in the Elementary Education and one in the Department of Educational Studies (where K-12 programs and secondary programs are housed) are participating in Project BriTE; a funded program through Brown University designed to improve teacher education around the education of ELLs. The Coordinator of the M.Ed. in TESL Program is serving as site coordinator for that project. The faculty involved are integrating even more treatment of ELLs into their coursework and piloting those revised courses this spring (2011). The curricular changes made by participating faculty is being shared with other faculty in the respective departments who teach the same courses. This assures that sincere and focused efforts are ongoing in all teacher education programs at Rhode Island College to develop the knowledge and skills future educators need to effectively serve English Language Learners.

The FSEHD also works with teacher candidates who want to be placed in bilingual classrooms in the area. There is now a section on the student teaching application that asks if a teacher candidate desires this placement, to work with limited English proficient students.

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

The impact of social class is addressed in the FNED 346 classes and is part of the conversations/reflections in other practicum 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 c, Supervised Clinical Experience. As noted earlier, all teacher candidates in FNED 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.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	9					
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS)	31	173	23	74	82	175

Other enrolled students						
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	22	173	22	100	100	177
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	178
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	9				94	177
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8					
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	15	175	11	73	85	179
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	25	182	25	100	100	183
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	1				100	185
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2007-08	9				100	185
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	68	157	68	100	100	158
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) Other enrolled students	99	156	94	95	94	157
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2009-10	142	159	141	99	98	158
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2008-09	167	159	167	100	100	159
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2007-08	202	159	201	100	99	160

ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	67	159	67	100	99	162
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	268	161	249	93	93	161
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	142	160	142	100	99	164
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	168	159	164	98	99	163
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	210	160	206	98	99	163
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	25	175	25	100	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	78	176	71	91	90	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	65	177	65	100	99	178
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	54	178	54	100	99	179
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	87	177	86	99	98	178
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3					
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	9				84	173

ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	22	176	22	100	98	178
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	32	177	31	97	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	35	174	32	91	96	176

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	253	253	100	99
All program completers, 2008-09	257	252	98	99
All program completers, 2007-08	336	330	98	98

Section IV. Low-Performing

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

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 HEA 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.

This technology requirement is in the process of being revised, updated, and strengthened by fall 2011. Integration of technology is a required component of elementary, early childhood, special education, k-12 programs, and secondary education teacher programs.

Technology is infused into courses as well as the clinical experiences and the collection of assessments. The Feinstein School of Education and Human Development (FSEHD) implemented two pilots with a web based assessment system called Chalk and Wire, fall 2010 and spring 2011. Twenty-nine teacher candidates in the fall (elementary, special education and some secondary education programs), and their corresponding cooperating teachers and college supervisors were trained to input the observation reports for student teaching. In the spring of 2011, seventy-one teacher candidates all in special education and their corresponding cooperating teachers and college supervisors were trained to use this data assessment system. Evaluation of the second pilot will take place in April of 2011 to determine the status of the use of this technology for full-scale implementation across all programs. A part time, twenty-hour a week, technology specialist was hired to work with teacher candidates, faculty, cooperating teachers, college supervisors, and administrators to learn Chalk and Wire. This technology specialist has also been a resource person and assists with any technology issue for our teacher education program.

FSEHD has also updated the means of requesting and securing all clinical field experiences with the use of SurveyGizmo, an online survey based system. SurveyGuzmo is now used to request and document clinical experiences, student teaching observation reports (except for the programs piloting Chalk and Wire), exit evaluations, payment requests, teacher candidate work sample data, dispositions, and exit evaluations.

Of special note is the STEM Center Project which was funded by Champlin Grants and the Governor's initiative. Only 33% of classrooms were technology based prior to this project and now 90% of the classrooms are electronic. Many of our faculty use the three STEM classrooms in the laboratory elementary school on campus. With STEM grant funding, candidates are trained in specially designed classrooms, specifically dedicated to teaching about technology use in methods classes.

One example of the use of the STEM classrooms is videotaping teacher candidates as part of an elective course titled, "Winning a Teaching Position in any Job Market." This course teaches the teacher candidates how to develop job application materials (cover letter, resume, and hiring portfolio); prepare for and participate in a mock interview; apply online for a "fake" teaching position and view and reflect upon video of your interview performance & feedback. During the mock teaching position interview teacher candidates are videotaped. They are then asked to evaluate their performance during the six-person team interview with professionals acting in the various roles. Each teacher candidate is provided a url link of their interview time.

There is an online community of learners at FSHEd with faculty and administrators exploring the Blackboard platform to learn, develop, and then teach hybrid and online courses. The participants meet face to face several times a semester but are required to complete technology projects and participate in weekly discussions online. The twenty-five participants represent faculty from each teacher education program. The benefits and outcomes of this vibrant learning community will directly benefit our teacher candidates as the members will be more familiar with how to use technology for teaching and learning and will pass this knowledge onto their teacher candidates through their own courses and teaching.

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. Presently about three-quarters of our faculty are using Blackboard, the web system for hosting courses with special features like discussion boards, document postings, videos, and other engaging means of teaching and learning.

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, ELED 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
- Videoconferencing
- 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 housed 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 (STEM) education
2. Study the history or evolution of UDL via its conceptualization by CAST, Inc. referencing their URL
3. Learn through the Sherlock Center on Disabilities website. This website is showcased in class because there are examples of RI 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 9-15, 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, LDCs, classroom response system (i>clickers), digital cameras, to name a few.
7. Software use is discussed in, such as Inspiration, text-speech software and websites such as teachersdomain and learner.org, as well as resources online for science instruction such as the Illinois University Extension website

The Feinstein School of Education and Human Development (FSEHD) has adopted Chalk and Wire as the web based platform and software to be used by selected programs 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. FSEHD 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 2011. The FSEHD 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. As explained at the beginning of this narrative, two pilot projects have been implemented with Chalk and Wire with teacher candidates, cooperating teachers, and college supervisors.

Even without full-scale implementation of Chalk & Wire, FSEHD has full electronic data collection within our teacher preparation programs. In Fall 2010, all Observation and Progress Reports for teacher candidates' data at Exit were collected via CheckBox. In Spring 2010, all Exit, Preparing to Teach, and Student Teaching assessments were put into CheckBox. FSEHD maintained a subscription to CheckBox until spring 2011 until switching to a more comprehensive system called SurevyGizmo which is presently adopted for all data collection (exclusive of the Chalk and Wire pilot).

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.

General Education teachers

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 service 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.

Course descriptions:

SPED 531 The educator without background in special education becomes familiar with and skillful in the management and educational growth of children with special needs in regular classes. The changing role of classroom teachers and other school-based professionals requires that all educators become knowledgeable about and skilled in serving populations of students with diverse learning needs in inclusive settings. Issues addressed include characteristics, terminology, legal mandates, and the general education teacher's role related to inclusive education. Special attention will be given to understanding primary learner characteristics in order to plan responsive instructional programs, curriculum, instruction, and assessment to a broad range of students' strength and needs. In addition, the course will address meaningful parental involvement, effective collaboration with other professionals, and the use of technology to support assessment and instruction. The primary course requirement, development of a comprehensive, differentiated unit of instruction, will incorporate the teaching, learning, and assessment strategies taught and learned in this course. SPED 433 is a required course for students in elementary and secondary teacher education programs. Teachers in general education classrooms interact with children with disabilities on a daily basis. This course provides a foundation for understanding and instructing children and youth with disabilities. In addition, this course provides information relevant to the legal bases, which define rights and responsibilities and procedural safeguards of all participants in the education of students with disabilities.

Special Education 531 is a required course for students in elementary or secondary teacher education graduate programs. Teachers in general education classrooms interact with children with disabilities on a daily basis. This course provides a foundation for understanding, and instructing children and youth with disabilities. SPED 433 The teacher's role in inclusive education is defined by the assessment and adaptation of curriculum, methods, and materials. The general educator will become familiar with the management and educational growth of children with special needs in regular classrooms. 3 credit hours.

A common course artifact, The Differentiated Unit was developed collaboratively by all professors who teach SPED 433 and SPED 531. 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 FSEHD, the course FNED 346: 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 ELL's. 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 ELL's. 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.

Catalog Description for SED407:

Students explore research-based reading and writing strategies for

secondary education content teaching and apply these strategies by designing and presenting

literacy instruction in a field-based setting. Expanded Description: In this course, we will look at literacy as plural, that is, as literacies. There are three related prongs to this exploration: teaching students the academic literacies required to understand the specific discourses of the individual content areas; basing instruction on the multiple literacies that students bring to class; and exploring critical literacies; or how to analyze the assumptions embedded in schools and the different content areas. Some of the selected objectives of this course, which pertain to learning about and teaching students who are limited English proficient are as follows:

1. Develop lesson plans that: have appropriate objectives; engage all learners; scaffold and differentiate instruction; incorporate student interests and literacy practices; assess student learning in multiple ways; and address professional and content

standards; 2. Incorporate the teaching of reading and writing within lessons of her/his discipline 3. Draw upon students' funds of knowledge and literacy practices to engage in academic

learning in meaningful and authentic ways.

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.

Special Education

The Department of Special Education provides a variety of programs to prepare special education teachers to teach students with disabilities effectively. This information below outlines information about how our programs prepare teachers in special education.

- 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 interaction 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 Hours School-based Experiences

SPED300 Introduction to the Characteristics and Education and 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.

SPED310 Principles and Procedures of Behavior Management for Children and Youth with Disabilities 30 hours The SPED

310 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.

SPED311 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.

SPED412 Curriculum, Assessment and Methodology of Instruction of Children with Mild/Moderate Disabilities 30 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.

SPED419 Student Teacher in the School Program for Students with Mild/Moderate Disabilities (Elementary/Middle) 8-weeks

(240 hours) Student teachers 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 IEP 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: Rhode Island College is in the process of planning for an NCATE accreditation review. Please visit our website at ricreport.org to access documents, reports, and information about our teacher education preparation programs. The website is under construction (April 2011) and new information is posted on a daily basis.

Supporting Files

Rhode Island College
Traditional Program
2009-10

[Contact Us](#) - [Glossary](#) - [Log out](#)