

Program Report for the Preparation
of Elementary School Teachers
Association for Childhood Education International
(ACEI)
Option A

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Rhode Island College

2. State

Rhode Island

3. Date submitted

MM DD YYYY

09 / 12 / 2010

4. Report Preparer's Information:

Name of Preparer:	
Lisa Owen	
Phone:	Ext.
(401) 456-8016	
E-mail:	
lowen@ric.edu	

5. NCATE Coordinator's Information:

Name:	
Alexander Sidorkin	
Phone:	Ext.
(401) 456-8110	
E-mail:	
asidorkin@ric.edu	

6. Name of institution's program

Department of Elementary Education

7. NCATE Category

Elementary or Childhood Education

8. Grade levels⁽¹⁾ for which candidates are being prepared

1-6

(1) e.g. K-6, K-3

9. Program Type

- Advanced Teaching
- First Teaching License
- Other School Personnel
- Unspecified

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Elementary Education

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable

state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes

No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ACEI standards. (Response limited to 4,000 characters)

The B.A./B.S. in Elementary Education Program at Rhode Island College is located in the Feinstein School of Education and Human Development (FSEHD). Rhode Island College is a public institution, one of three in Rhode Island: The University of Rhode Island, Community College of Rhode Island and Rhode Island College. Rhode Island College was established in 1854 as the Rhode Island State Normal School with the goal of providing teacher preparation. Between the years of 1920 and 1958 the Normal School was renamed The Rhode Island College of Education. After the college was accredited by the New England Association Of Colleges And Secondary Schools (in 1958), the college was renamed Rhode Island College to reflect its new purpose as a comprehensive institution of higher education. With an enrollment predominantly from Rhode Island and nearby Massachusetts and Connecticut, the college has served as a “College of Opportunity” for first-generation college students and now serves approximately 9,000 students. Academic offerings are provided in five schools: the FSEHD, the Faculty of Arts and Sciences, the School of Management, the School of Nursing, and the School of Social Work.

Potential teaching candidates apply to the Elementary Education Program while enrolled in a course that requires a field experience in an urban setting. During this application process they make a choice between one of two programs:

1. Early childhood education program (certification for infant programs through grade two)
2. Elementary school program (certification for grades one through six)

In either program candidates choose to earn a B.A. or a B.S. degree. The B.A. is awarded to those who choose a content major and the B.S. is awarded to those who chose a teaching concentration in special education.

Rhode Island College is accredited by the New England Association of Schools and Colleges (NEASC). The Feinstein School of Education and Human Development is accredited by the National Council for Accreditation for Teacher Education (NCATE) and approved by the Rhode Island Department of Education (RIDE).

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

The Elementary Education Program provides teacher candidates with the necessary coursework and experiences that will prepare them for Rhode Island teacher certification in grades 1 – 6.

Field and clinical experiences comprise a significant part of this program. Elementary Education (ELED) candidates have field experiences in all aspects of the program, from the initial course, through the content area methods courses (mid-program), finishing with a full-semester of student teaching.

During the initial course, ELED 300: Concepts of Teaching, candidates conduct classroom observations

and teach small groups of children in afterschool programs, thus providing opportunities for candidates to apply instructional models, strategies, and techniques learned in this course. The candidates are required to conduct at least three one-hour classroom observations in three different school districts and grade levels. The After-School Experience, organized by the RIC ELED faculty, places candidates in the schools for eight weeks. They begin with an orientation, then plan and implement a six-lesson non-academic unit followed by a last meeting organized around meeting with (and learning more about) their students and students' families. This field experience provides them with about 10 hours of teaching experiences.

During the mid-program, candidates enjoy a range of (in the field) teaching/learning experiences as they take the six Content Area Methods Courses. The first two in the series, ELED 422: Teaching Developmental Reading I and ELED 435: Teaching Language Arts in the Elementary School, provide opportunities for candidates to develop their knowledge of literacy pedagogy through their own classroom interactions and collaborations with peers as they plan then conduct literacy lessons using children's literature. This practice continues once each week throughout the academic semester generally providing candidates with at least 12 literacy-teaching experiences, which equals 24 - 30 hours in the field. These two courses are the prerequisite courses for ELED 424: Teaching Developmental Reading II. Candidates begin to take a closer look at the ways teachers diagnose and enhance students' reading abilities. The candidates work with small groups of students as they assess reading levels and abilities and must follow up with a discussion (via essay) of their next steps. Similar to the first two literacy courses, candidates have approximately 12 practicum experiences (or about 20 hours in the field) during this course.

The three remaining content area methods courses, ELED 436: Teaching Elementary School Social Studies. ELED 437: Teaching Elementary School Science and ELED 438: Teaching Elementary School Children Mathematics require candidates to plan and implement units of instruction. The topics of the units vary as RIC faculty collaborate with the classroom teachers to consider what topic is most appropriate based on the time of year and the cooperating teachers' current plans. Candidates spend six to ten weeks in their practicum placements in each of these courses, in some courses they teach once a week, in others it is twice a week. Teacher candidates spend approximately 50 – 60 hours in the field for these three courses. Assessment is the overarching component in the Mathematics and Science unit plans and makes for a significant contribution to the candidate's Preparing to Teach Portfolio.

These specific ELED courses and the approximate 120 hours of teaching experience in the field prepare the candidates for the next step – a full semester (14 weeks) of student teaching in an elementary classroom (ELED 439) and an associated two semester hour seminar (ELED 469). During the student-teaching experience, candidates are expected to assume total responsibility for the instructional program as soon as possible as determined by the cooperating teacher, college supervisor, and candidate, but are required to do so for a period of no less than four full weeks.

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

This attachment includes a description of the Department of Elementary Education (ELED) programs. The first two pages make up a handout distributed to students in their semester before the application process begins (the Feinstein School of Education and Human Development convenes such a meeting each semester). The next four pages make up the guide given to interested students and is also used for advisement purposes. The ELED Department provides copies to the Office of Academic Support and Information Services (OASIS), the office that advises students before they are accepted in the Elementary Education program to become teacher candidates.

See **Attachments** panel below.

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

5. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Elementary Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
Spring 10	278	84
Fall 09	315	54
Spring 09	320	96

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Abbatomarco, Philip
Highest Degree, Field, & University ⁽³⁾	M.Ed, Elementary Administration Rhode Island College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty/Supervisor ELED 439/469: Student Teacher Supervision and Seminar
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	€ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Adams, Marlyce
Highest Degree, Field, & University ⁽³⁾	Ed.D., Reading Education
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty ELED 424: Teaching Developmental Reading II ELED 524: Developmental Reading II MAT Practicum
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Bartlett, Suzanne
Highest Degree, Field, & University ⁽³⁾	M.Ed., Reading Rhode Island College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty ELED 424: Teaching Developmental Reading II
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Barton, James
Highest Degree, Field, & University ⁽³⁾	Ph. D., Education, Stanford University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty ELED 534 Developmental Reading ELED 663 Seminar in Reading Research
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Kern, D., Barton, J., Andre, W., McGuire, M., & Schilke, R. (2003, May). Less is more: Preparing students for state writing assessments. <i>The Reading Teacher</i> , 56(8), 816-826. Barton, J. & Sawyer, D. (2003, Dec.-Jan.) Our students are ready for this: Comprehension instruction in the elementary school. <i>The Reading Teacher</i> , 57(4), 334-347.
Teaching or other professional experience in P-	Directing research project into the nature of higher level reasoning strategies in a 3rd grade classroom in Pawtucket, RI. Consultant Lincoln, RI Public Schools.

12 schools ⁽⁹⁾	
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Faculty Member Name	Betres, James
Highest Degree, Field, & University ⁽³⁾	Ph.D., Curriculum and Instruction, Elementary Education Ohio University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty ELED 439/469: Student Teacher Supervision and Seminar ELED 528: Social Studies in the Elementary School
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Member Rhode Island Social Studies Association Executive Committee Civic Education for Rhode Island Legislative Committee Hugh Cole School Improvement Team Research Project: Eden Park Social Studies Project (Elementary School in Cranston, RI)
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Capalbo, Linda
Highest Degree, Field, & University ⁽³⁾	Ph.D., Education (Learning and Learners) University of Rhode Island/Rhode Island College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty ELED 300 Concepts of Teaching ELED 436 Teaching Elementary School Social Studies ELED 439 Student Teaching in the Elementary School ELED 469 Student Teaching Seminar
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	AERA presentation, "Judging competence: Observing student teachers in diverse fields". May, 2010 ICERI publication, "Judging competence: Observing student teachers in diverse fields". November, 2009 Chair, Reflective Practice Committee FSEHD 2008-2010
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Capotosto, Geraldine
Highest Degree, Field, & University ⁽³⁾	M.Ed., Elementary Education Providence College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty/Supervisor ELED 439/469: Student Teacher Supervision and Seminar
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3	

years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Cordeiro, Patricia
Highest Degree, Field, & University ⁽³⁾	Ed.D., Education Harvard University Graduate School of Education
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Department Chair ELED 436: Teaching Elementary School Social Studies ELED 508: Language Arts in the Elementary School
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Department Chair, Elementary Education
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Cotti, Lorraine
Highest Degree, Field, & University ⁽³⁾	Ph.D. Curriculum, Instruction & Administration Boston College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	ELED 438: Teaching Elementary School Mathematics ELED 500: Reflections: The Art & Science of Teaching ELED 538: Mathematics MAT Practicum
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Revising/contributing to 2nd edition of "Curriculum Theory: Conflicting Visions and Enduring Concerns", Schiro, 2008, Sage Publications: ISBN 9781412953160 (2010). Member of Rhode Island Department of Education (RIDE) Mathematics Education Leadership Council (2009-present) Search Committee Chair, Assistant Dean for Partnerships and Placements position, FSEHD
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	D'Ordine, Helen
Highest Degree, Field, & University ⁽³⁾	M.Ed., Education Rhode Island College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty/Supervisor ELED 439/469: Student Teacher Supervision and Seminar
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and	

Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Desmond, Eni
Highest Degree, Field, & University ⁽³⁾	M.Ed. in Education Rhode Island College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty ELED 534: Developmental Reading, K-8 ELED 422: Teaching Developmental Reading ELED 435: Teaching Language Arts in the Elementary School
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Teaching English as a Second Language Consultant; Retired ESL/ELL Classroom Teacher for 25 years.

Faculty Member Name	Flynn, Karen
Highest Degree, Field, & University ⁽³⁾	M.Ed., Education Rhode Island College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty/Supervisor ELED 439/469: Student Teacher Supervision and Seminar
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Goodrow, Anne
Highest Degree, Field, & University ⁽³⁾	Ph.D., Child Development Tufts University -- Eliot-Pearson Department of Child Development
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty ELED 438: Teaching Elementary School Mathematics
Faculty Rank ⁽⁵⁾	Associate Professor

Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Co-assistant Director STEM Center Presentation at NCTM's eastern regional conference in Boston, October, 2009 Presentation at NCTM's national conference in Washington, D.C., April, 2008
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Professional Development for elementary teachers in Cumberland and East Providence Volunteered and conducted classroom based research at BF Norton Elementary School, for past several years, during math classes.

Faculty Member Name	Grasso, Doreen
Highest Degree, Field, & University ⁽³⁾	M.Ed., Education Cambridge College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty ELED 300: Concepts of Teaching ELED 438: Teaching Elementary School Mathematics
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Henshaw, Elizabeth
Highest Degree, Field, & University ⁽³⁾	Ed.D., Curriculum Development in Art and Cultural Education New York University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	ELED 300 - Concepts of Teaching ELED 436 - Teaching Elementary School Social Studies ELED 528 - Social Studies in the Elementary School
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	"Challenges of Diversity in United States Schools." Presented to the faculty of education, Cape Peninsula University of Technology (CPUT). March 2010 . "Classroom diversity, a core issue in curriculum reform." Presented to Western Cape Department of Education (curriculum GET) March 2010. "Different Cultures, Different Values - Implications for Intergrating Global perspectives into the Curriculum Through Multiple Literacies and Intergrated Learning". Presented with three MAT students at ATE Annual Conferenc, Dallas Texas. February 2009.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Horn, Martha
Highest Degree, Field, & University ⁽³⁾	Ed.D., Teaching, Curriculum & Learning Environments Harvard University

Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty ELED 422: Teaching Developmental Reading I ELED 435: Teaching language Arts in the Elementary School
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	published professional book: Talking, Drawing, Writing: Lessons from Our Youngest Learners Stenhouse, 2007 Presented at National Council Teachers of English 2007, 2008 and will present 2010
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Kent, Karen
Highest Degree, Field, & University ⁽³⁾	M.Ed., Education Rhode Island College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty/Supervisor ELED 439/469: Student Teacher Supervision and Seminar
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Kniseley, MacGregor
Highest Degree, Field, & University ⁽³⁾	Ed.D., Educational Leadership University of Nevada Reno
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty ELED 300: Concepts of Teaching ELED 437: Teaching Elementary School Science ELED 518: Science in the Elementary School ELED 537: Science MAT Practicum
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Kniseley, Greg, Vesey, Melissa, and Zakin, Rebecca (2009). Winning a Teaching Position in a Tight Job Market. 2010 AAEE Job Search Handbook. American Association of Employment in Education. pp.4-6. Kniseley, Greg. (2009). I>clicker Pedagogy Case Study: Clickers in Elementary Classrooms. Retrieved from: http://www.iclicker.com/dnn/UserCommunity/FacultyCaseStudies/tabid/168/Default.aspx Click on K-12 (Faculty Case Studies)
Teaching or other professional experience in P-12	

schools ⁽⁹⁾	
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Faculty Member Name	Lapke, Shalyn
Highest Degree, Field, & University ⁽³⁾	Doctor of Philosophy in Instructional Leadership, Virginia Commonwealth University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty ECED ELED 424: Teaching Developmental Reading II ELED 508: Teaching Language Arts in the Elementary School
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	2009-Present Adjunct Instructor at Rhode Island College 2007-2009 - Adjunct Instructor Florida Institute of Technology 2003-2007 - University Supervisor; Research Assistant; Adjunct Instructor 1999-2002 - Language Arts and Mathematics Teacher, 6th grade

Faculty Member Name	Lawrence, Maria
Highest Degree, Field, & University ⁽³⁾	Ph.D., Educational Studies Lesley University, Cambridge, MA
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty ELED 437: Teaching Elementary School Science ELED 438: Teaching Elementary School Mathematics
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Society for Advancement of Chicanos and Native Americans in Science, member since 2004: Reviewer of Science Abstracts 2005, 2006, 2007, 2008, 2009, 2010. 2007 Annual Conference attendee as faculty student mentor. SACNAS General Board Member Nominee, 2007. National Geographic Society National Alliance Network, Coordinator of RI Geography Education Alliance since 2005: New England Geography Education Alliance Collaborative RI, MA, CT, NH, VT, and ME state alliances and sister institutions of higher education working to develop and coordinate state level and regional systemic change in geography education 2008-2010. Grants writer, provider of inservice and preservice teacher PD Preservice teacher winter conference 2010: design and coordinate 2006, 2007, 2009 Summer Institute for graduate course credit for inservice K-12 teachers from RI, MA. Teacher appreciation Day at Roger Williams Park Zoo.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Nuweetooun School, private K-8 school, Exeter, RI Board Member and Board President Nuweetooun School at Tomaquag Indian Memorial Museum Board Member (2008-2010). TIMM is an educational non-profit 501c3 organization. Support fundraising activities, curricular design, and exhibit development. Upward Bound at RI College summer program instructor of 9-12 physical science and advanced chemistry, since 1991. Work closely with P-12 program educators from public and private schools, including institutions of higher education. Coventry schools District wide ES science notebooks to advance elementary school inquiry (2008-2010) Northern RI Collaborative Title II STEM grant (2010) working with districts to improve science teaching and learning. Southern New England Tribal Youth Science Initiative Project Consultant Grade 6-12 Native youth from regional (RI, MA) schools engaged in informal science education

	programming.
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Faculty Member Name	McCarthy, Patricia
Highest Degree, Field, & University ⁽³⁾	Ph.D., Educational Studies, Social Foundations of Education University of Connecticut
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty/Supervisor ELED 439/469: Student Teacher Supervision and Seminar
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	€ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	McDermott, Joanne
Highest Degree, Field, & University ⁽³⁾	M.Ed., Elementary Education
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty/Supervisor ELED 439/469: Student Teacher Supervision and Seminar
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	€ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Murphy, Nancy
Highest Degree, Field, & University ⁽³⁾	M.Ed., Special Education Bridgewater State College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty/Supervisor ELED 439/469: Student Teacher Supervision and Seminar
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	€ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	

Teaching or other professional experience in P-12 schools ⁽⁹⁾	
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Faculty Member Name	Nixon, Madeline
Highest Degree, Field, & University ⁽³⁾	Doctor of Arts, Administration Simmons College, Boston
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty ELED 422: Teaching Developmental Reading I ELED 435: Teaching language Arts in the Elementary School ELED 424: Developmental Reading II
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Board of Directors, Rhode Island Reading Association (2007-present). Committee to produce a state wide Poetry Anthology written by children K-12 (2007-present). Chair, President's Advisory Committee on Campus Beautification and Public Art (2008-present). RIC Honor's Committee and Dept Honor's Committee (2007-present).
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Owen, Lisa
Highest Degree, Field, & University ⁽³⁾	Ph.D., Curriculum and Instruction The University of Texas at Austin
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty ELED 438: Teaching Elementary School Mathematics
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Owen, L.B. & Goodrow, A. (2009) Upper Elementary School Students at Risk: How Can We Help Them? Presentation at the National Council of Teachers of Mathematics Conference, Boston, MA. Committee member "PawSox and Education" in 2010. Prepared content area activities with the ELED candidates, set up stations at the PawSox Baseball field, McCoy Stadium. Children were brought, from their schools, by the busloads, throughout the morning. Committee member on the Academic Policies and Procedures Committee (2009-present)
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Volunteered and conducted classroom based research at B.F. Norton Elementary School, Cumberland, RI, 2009

Faculty Member Name	Peddar, Alyce
Highest Degree, Field, & University ⁽³⁾	M.Ed., Early Childhood Education Rhode Island College J.D. Roger Williams College, School of Law
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty/Supervisor ELED 439/469: Student Teacher Supervision and Seminar
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in	

Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Ryan, Mary Frances
Highest Degree, Field, & University ⁽³⁾	M.Ed., Elementary Education Rhode Island College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty/Supervisor ELED 439/469: Student Teacher Supervision and Seminar
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Schoenfield, Judith
Highest Degree, Field, & University ⁽³⁾	M.Ed., Reading Rhode Island College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty ELED 300: Concepts of Teaching ELED 424: Teaching Developmental Reading II
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	President of NERA 2009 - 2010 (New England Reading Association) Served on the Dean selection committee Rhode Island College Spring 2010 Serve on Board of RISC (Rhode Island State Council of the I.R.A.)
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Rhode Island College Adjunct Curriculum and Professional Consultant to Providence Hebrew Day School (2010) Consultant for Houghton Mifflin Harcourt (2006 - 2010)

Faculty Member Name	Skitt, Beverly
Highest Degree, Field, & University ⁽³⁾	M.Ed., Elementary Education Rhode Island College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty/Supervisor ELED 439/469: Student Teacher Supervision and Seminar
Faculty Rank ⁽⁵⁾	Adjunct

Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Steiglitz, Ezra
Highest Degree, Field, & University ⁽³⁾	Ph.D. University of Pittsburg Reading and Language Arts
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Full-Time ELED Faculty Teaching TESL 507 (Cross referenced as ELED 507)
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	1. RITER Diversity Grant, "Use of Picture Books with At-Risk English Language Learners", a Professional Development Project conducted in Central Falls Public Library, during the spring 2008 semester 2. "A Rating Scale for Evaluating English as a Second Language Reading Material." Journal of Reading, vol. 26, no. 3 (December 1982) pp. 222 228. 3. Dr. Stieglitz is the author of the The Stieglitz Informal Reading Inventory: Assessing Reading Behaviors from Emergent to Advanced Levels, Third Edition (2002), Needham, MA: Allyn and Bacon, Inc.]
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Three Years in New York City Public Schools-- Elementary Level In-service Training Around Literacy Instruction for ELLs

Faculty Member Name	Swann, David
Highest Degree, Field, & University ⁽³⁾	M.A., Education Providence College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty/Supervisor ELED 435: Teaching Language Arts in the Elementary School ELED 439/469: Student Teacher Supervision and Seminar
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Swann, Margaret
Highest Degree, Field, &	M.Ed., Reading Rhode Island College

University ⁽³⁾	
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty ELED 422: Teaching Developmental Reading
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	€ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACEI standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)	1 Praxis I: Content Knowledge 2 Praxis II: Content Knowledge	1 Standardized content knowledge exam (multiple choice) 2 Standardized licensure test (multiple choice)	1 Admissions Criteria (Pre-program) 2 During ELED 300: Concepts of Teaching (initial ELED course)

Assessment #2: Assessment of content knowledge in elementary education (required)	1 Praxis II: Content Area Exercises	1 Standardized licensure test (essay)	1 Mid-program
Assessment #3: Assessment of candidate ability to plan instruction (required)	1 ELED 300: Concepts of Teaching Portfolio Artifact - Implemented Lesson Plan and its Reflection 2 ELED 422: Teaching Developmental Reading I - Comprehension Lesson Plan 3 ELED 436: Teaching Elementary Social Studies - Unit Plan	1 Lesson plan - written, implemented and a written reflection 2 Lesson plan - written, implemented and a written reflection 3 Unit plans-written follow-up response 1, 2, 3 Assessment: program rubric	1 ELED 300: Concepts of Teaching (initial ELED course) 2 Mid-program 3 Mid-program
Assessment #4: Assessment of student teaching (required)	1 FSEHD Implemented Lesson Plan 2 FSEHD Faculty Disposition Evaluation 3 FSEHD Implemented Unit Plan 4 Teacher Candidate Work Sample	1 Observation of teaching 2 Observation of candidate's performance and disposition 3 Observation of teaching 4 Compilation of unit plans, assessments, responses 1,2,3,4 Assessment: unit-wide rubric	1 Mid-program 2 Mid-program 3 Program exit 4 Program exit
Assessment #5: Assessment of candidate effect on student learning (required)	1 ELED 424: Teaching Dev. Read. II - Learning Analysis 2 ELED 437: Teaching Elem. School Science - Assessment of Student Learning 3 ELED 438: Teaching Elem. School Math - Assessment Analysis		1 Mid-program 2 Mid-program 3 Mid-program

		<p>1 Written analysis of teaching and its effect on student learning</p> <p>2 Describes assessments and their implications for teaching and learning</p> <p>3 Describes assessments and their implications for teaching and learning</p> <p>1, 2, 3 Assessment: program rubric</p>	
Assessment #6: Additional assessment that addresses ACEI standards (required)	<p>1 HED/PED 346: Health, Physical Education - Assessment Artifact</p> <p>2 ARTE 340: Art Education – Artwork, Reflection, and Plan for Arts Integration in Future Teaching</p>	<p>1 Lesson plan - written, implemented and a written reflection Assessment: H.P.E. rubric</p> <p>2 Written interdisciplinary connections between visual arts and plans for teaching Assessment: ARTE rubric</p>	<p>1 Mid-program, prior to student teaching</p> <p>2 Any time prior to student teaching</p>
Assessment #7: Additional assessment that addresses ACEI standards (optional)			
Assessment #8: Additional assessment that addresses ACEI standards (optional)			

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score..

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
 - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
 - c. A brief analysis of the data findings;
 - d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge. ACEI standards addressed in this entry could include but are not limited to 2.1-2.7. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge.

Provide assessment information as outlined in the directions for Section IV.

1. Content Knowledge - Praxis I.pdf	2. Content Knowledge - Praxis II.pdf
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See **Attachments** panel below.

2. CONTENT KNOWLEDGE: Assessment of content knowledge in the language to be taught. ACEI standards addressed in this entry could include but are not limited to Standards 2.1-2.7. Assessments that address Standards 2.1-2.4 are required. (The assessments of the different content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #2.) Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks.

Provide assessment information as outlined in the directions for Section IV.

1. Content Knowledge - Pedagogy.pdf

See **Attachments** panel below.

(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.2. Assessments that address Standards 2.1-2.4 are required. (The assessments that address planning of instruction in the content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #3.)

Provide assessment information as outlined in the directions for Sections IV.

1. Pedagogical and Professional Knowledge, Skills and Dispositions - ELED 300.pdf	2. Pedagogical and Professional Knowledge, Skills and Dispositions - ELED 422.pdf
3. Pedagogical and Professional Knowledge, Skills and Dispositions - ELED 436.pdf	

See **Attachments** panel below.

4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively

in practice. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.3. The assessment instrument used in student teaching and the internship should be submitted.

Provide assessment information as outlined in the directions for Section IV.

1. Pedagogical and Professional Knowledge, Skills and Dispositions - Implemented Lesson Plan.pdf	2. Pedagogical and Professional Knowledge, Skills and Dispositions - Faculty Disposition.pdf
3. Pedagogical and Professional Knowledge, Skills and Dispositions - Final Evaluation.pdf	3. Pedagogical and Professional Knowledge, Skills and Dispositions - Final Evaluation rubric.pdf
4. Pedagogical and Professional Knowledge, Skills and Dispositions - Teacher Candidate Work Sample.pdf	

See **Attachments** panel below.

5. EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. Standards ACEI standards that could be addressed in this assessment include but are not limited to 2.1-2.7, and 3.1. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys .

Provide assessment information as outlined in the directions for Section IV.

1. Effects on Student Learning - ELED 424.pdf	2. Effects on Student Learning - ELED 437.pdf
3. Effects on Student Learning - ELED 438.pdf	

See **Attachments** panel below.

6. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

1. Additional Assessment - PED-HED 346.pdf	2. Additional Assessment - ARTE 340.pdf
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See **Attachments** panel below.

7. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

8. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

The Elementary Education program is one of eight programs that make up the Feinstein School of Education and Human Development. The FSEHD Conceptual Framework, the Rhode Island Professional Teaching Standards, and the NCATE ACEI Standards guide the program, and teacher candidate assessments are designed to align with those standards. Thus a major focus of analyzing assessment results and using data to improve the program is to increase teacher candidate competency in teaching according to these standards, and to strengthen the program overall. Promoting the development of reflective educators who engage in lifelong learning, have extensive knowledge of content and pedagogy, demonstrate positive effects on student learning, exhibit professionalism, and recognize the importance of attention to diversity are components of each guiding set of standards.

Through the years, the elementary education faculty members have met during faculty meetings and retreats to engage in conversations about teaching, learning and assessment practices. The questions begin, "What pieces of information, with regard to pedagogy and content knowledge, will be most helpful and relevant in preparing our teacher candidates for student teaching and beyond?" Based on responses to the first question, other questions follow. "How do you know they know?" "Do they write papers to inform you of their pedagogy and content knowledge?" "How do you use their practicum experiences?" "Can you assess their understanding of pedagogy and content knowledge while observing in their practicum teaching?" "What about student teaching? What are the pieces that can provide the clearest picture of their accomplishments?" This is just a sample of questions that assist faculty members as they reflect on and evaluate assessments used in the Elementary Education program.

Because of this faculty dialogue there has been a continual evolution of thought and action. When the Department of Elementary Education decided to use a Preparing to Teach Portfolio, each content area methods group of faculty members met to discuss, decide and create, at the very least, one assignment that would provide a student work sample for the portfolio. The department's goal was to use an artifact piece from each course to represent the range of content and pedagogy knowledge each teacher candidate possessed to prove readiness for student teaching. Revisions of the artifacts, in each course, have been numerous. During the 2009-2010 school year, our focus began to shift again.

Content Knowledge

As faculty members collaborate on courses a concern for teacher candidates' knowledge of content often arises. Whether through observations in practicum or discussions in the classroom, faculty observe that there are gaps in what content candidates may know; this is cause for concern.

This concern has led the Department of Elementary Education to add three content courses to the list of our Program Admissions prerequisites. Teacher candidates must take and pass (with C or better) Biology 109: Fundamental Concepts of Biology, MATH 143: Mathematics for Elementary Teachers and POL 201: Development of American Democracy.

Beyond faculty dialogue as a method of collecting evidence of candidates' content knowledge, the Admissions Committee collects scores from the Praxis I, PPST tests which at the last Spring 2010 admissions were: Math 170, Reading 170 and Writing 170. The cut-off scores for admissions increased in August 2010 (Math 175, Reading 175, Writing 173) and are headed for one more jump in August 2011 (Math 179, Reading 179, Writing 177). The Rhode Island Commissioner of Education made this decision, not the Department of Elementary Education. Examining data for PPST scores one cannot help but notice that the original cut-off scores for admissions to the Elementary Education program were at the low end in relation to other states' test score requirements. Faculty members agree that a strong foundation of content knowledge is essential, critical. Generally, elementary teachers are required to teach all content areas in the elementary classroom and the level of content knowledge necessary for instruction should be their "common knowledge."

Professional and Pedagogical Knowledge, Skills and Dispositions

The Praxis II: Content Area Exercises Exam provides one piece of assessment data. Data has been examined with regard to a single passing or not passing score but the scores are broken down by exam question. The Department of Elementary Education would like to take a closer look at the test items and examine results of each response. Questions to be asked: In what pedagogical content areas do our candidates show strengths? and In what pedagogical content areas do they show weakness? This information can be directly linked back to the content methods courses and could inform the department of our own faculty's practice.

The numerous field experiences in our Elementary Education program strengthen candidates' abilities to plan, act and reflect. After admission to the program, teacher candidates move through a series of courses that build upon one another. This series provides three distinct phases for our teacher candidates. The initial phase includes only one course, ELED 300: Concepts of Teaching, which lays the foundation for all other courses. Teacher candidates learn how to write lesson plans using a range of methodologies and then have opportunity, under faculty guidance to follow through with instruction. The third part of this process is to reflect on the experience. During mid-program, it is the coursework, teaching experiences and exploration of the content area within the assignments that make up the experiences that help candidates prepare for the final phase – student teaching.

The Faculty Disposition form is one assessment of skills and dispositions. Each candidate, as he/she prepares to student teach must ask a faculty member to complete the form. The faculty member completes the form then seals it for deposit in the Preparing to Teach Portfolio. Because it is up to the teacher candidate to choose which faculty member will fill out the evaluation, it is important the Department of Elementary Education have another way to monitor candidates' knowledge, skills and dispositions.

The Department of Elementary Education has a Retention Committee. At anytime during any semester faculty members with concerns about candidates can submit candidates' names to the committee. At the end of each semester, candidates may or may not be required to meet with the Retention Committee. The Committee is designed to listen, offer support and at times to remove a candidate from the program.

Student Learning

What can the Elementary Education faculty learn from the data? Faculty members met to discuss current (Spring 2010) assessments in the program and the data the course artifacts produce. The analysis of data

shows that, in general terms, most teacher candidates earn high scores on the artifacts. The high scores inform faculty that teacher candidates do their work and score well. Certainly faculty members obtain more information from data analysis than noting high scores but, aside from that general observation, another question emerged, "What do the overall artifact scores really say about teacher candidates' readiness for student teaching? What do the scores say about the impact candidates' teaching has on student learning?"

These questions are at the cornerstone of the department's current restoration process. While some course artifacts provide solid evidence of knowledge of pedagogy and candidates' abilities to plan for instruction, some artifacts are being redesigned to focus on ways of assessing teacher candidates' effect on student learning. The data collected from the FSEHD Teacher Candidate Work Sample, the new Exit Assessment, provides rich detail of teacher candidates' thoughts and actions and is considered a model of thorough assessment practice. Data collected from artifacts that have more clearly defined objectives and indicators, connected to standards, can only enhance the quality of the Rhode Island College Elementary Education program.

This work may go beyond a simple redesign of assignments/artifacts, it may require some redesign of actual courses. While we believe our field component (in all methods courses) makes for a strong program, the assessment the effects on student learning may require more presence in the schools. The time and energy spent in one placement for an extended period of time can provide for more in-depth study of content and the pedagogy aligned with it and an opportunity to assess students in a much deeper capacity than is currently available. These changes will better prepare candidates for the student-teaching experience.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.