

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

/ /

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

Elementary Education, Master of Arts in Teaching (M.A.T.)

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 Master of Arts in Teaching 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. Later it became a full-fledged teachers' college, the Rhode Island College of Education. 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 now serves approximately 9,000 students.

Academic offerings are provided in five schools: the Feinstein School of Education and Human Development (FSEHD), the Faculty of Arts and Sciences, the School of Management, the School of Nursing, and the School of Social Work. The New England Association of Schools and Colleges (NEASC) accredit Rhode Island College and the FSEHD is accredited by both NCATE and Rhode Island Program Approval (RIPA).

The Master of Arts in Teaching in Elementary Education Program is an initial licensure program designed to prepare teachers for grades 1-6. The program is located in the Elementary Education Department of the Feinstein School of Education and Human Development, with some coursework in the Departments of Counseling and Educational Psychology, Educational Studies, and Special Education. It consists of 43 credits, including 10 courses, a full semester of student teaching, and a student teaching seminar.

As noted in the Elementary Education Department mission statement, "emphasis is placed on the analysis of teaching, and the translation of research and theory into actual classroom practice through extensive field placements." Further, teacher candidates are prepared "to be knowledgeable of learners and their characteristics, of educational contexts including the character of communities and cultures, of subject matter, of themselves, of general pedagogy and subject-specific pedagogy, and of the purposes and values of education including its philosophical and historical roots" (excerpt from MAT Mission Statement).

The program is further guided by the FSEHD Conceptual Framework and the Rhode Island Professional Teaching Standards (RIPTS). The FSEHD Conceptual Framework is comprised of four themes: knowledge, pedagogy, diversity, and professionalism. The four themes are interwoven through the acronym PAR, planning, acting, and reflecting, as the foundation, and the framework is an essential guide for the program. Also critical are the state standards. The Rhode Island Department of Education (RIDE) adopted the Rhode Island Beginning Teacher Standards (RIBTS) as its first set of standards in 1997. These were designed to align with the Five Core Propositions of the National Board for Professional Teaching Standards, as well as the standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). Subsequently, these standards provided the basis for the Rhode Island Professional Teaching Standards (RIPTS), which are now used to articulate and define practices in which teachers should develop increasing competence throughout their careers. Teacher

preparation programs have been charged with using the RIBTS and now the RIPTS to guide development of curriculum and assessments to ensure that teacher candidates have the knowledge and skills required of beginning educators. State program approval is based in part upon teacher candidates' preparation and competence in knowledge, skills, and dispositions consonant with those standards.

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)

Field and clinical experiences comprise a significant and critical component of the program. Candidates have field experiences during all aspects of the program, including during the beginning courses, the methods courses, and finally the full semester student teaching.

-Phase I: Beginning Courses: During the beginning courses candidates conduct classroom observations, tutor in urban classrooms, and teach small group afterschool programs, thus providing opportunities for candidates to apply instructional models, strategies, and techniques learned in the courses.

In ELED 500 Reflections: The Art and Science of Teaching, teacher 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 two one-hour classroom observations in different school districts and grade levels. The Afterschool Program places candidates in the schools for seven weeks. They begin with an orientation, then plan and implement a six-lesson program organized around something in the arts, physical education, or health area, with the last meeting including a learning celebration with students presenting what they've learned to their families.

In FNED 546 Contexts of Schooling, teacher candidates spend 15 hours tutoring in an urban school setting to have an opportunity to explore first-hand the impact of socio-cultural forces, school expectations, and institutional arrangements on students. They visit the same classroom roughly ten times, once a week, for 1.5 hours each visit over a period of two to three months in a school with a predominantly low-income, racially diverse student population. During this experience they interact with students in the classroom, collect demographic information about the school, attend a school committee, school improvement team, or equivalent meeting, and interview the host teacher.

-During the second phase of their programs, candidates take six methods courses and a course instructing them in universal design for teaching all students. Each methods course is offered with or without a field experience component. Candidates are required to take a minimum of three methods courses with an associated field experience component, but may opt to take as many beyond that as is feasible in their plans of study. They teach lessons and units in the associated discipline in a variety of elementary classrooms under the guidance of the cooperating classroom teacher and course instructor. What is essential to note here is that during these experiences, the course instructor is present and confers with the cooperating classroom teacher to discuss progress of each candidate, thus providing ongoing feedback designed to improve teacher candidate knowledge and skills. The amount of time in the field varies between courses, but ranges from more than a third to fifty percent of course time.

In ELED 538 Mathematics MAT Practicum - candidates construct, teach, and reflect on a unit of instruction over the course of 10 course sessions in an urban ring school; this represents more than a third of the course and involves extensive work with both instructor and cooperating teachers providing ongoing feedback about candidates' implementation of lessons and assessments of student learning.

In ELED 537 Science MAT Practicum - candidates teach a unit of instruction using NSF endorsed

science kits. Teacher candidates work in teams of two or three to plan the science unit, teach eight lessons, and reflect on teaching and learning science. About a third of the course (10 of 28 classes) is devoted to the practical teaching.

In ELED 524 Developmental Reading II MAT Practicum - candidates 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. Candidates have approximately 12 practicum experiences during this course, which represents approximately 43% of course time.

The final phase of the program involves a full semester (14 weeks) student teaching (ELED 539) in an elementary classroom and an associated two semester hour seminar. 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. One measure candidates use to demonstrate competence during this experience is by completion of a Teacher Candidate Work Sample (TCWS). There is an associated two semester hour seminar (ELED 569).

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.)

Master of Arts in Teaching Elementary Education Program Guide.pdf	MATPlanofStudy.pdf
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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, Master of Arts in Teaching		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2010	51	6
2009	60	22
2008	47	18

(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	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	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-12 schools ⁽⁹⁾	Directing research project into the nature of higher level reasoning strategies in a 3rd grade classroom in Pawtucket, RI. Consultant Lincoln, RI Public Schools.

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	Member Rhode Island Social Studies Association Executive Committee Civic

Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	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	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="radio"/> 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="radio"/> 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	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	Imber, Steve
Highest Degree, Field, & University ⁽³⁾	Ph.D. in Education, University of Connecticut
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Teaching Faculty
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⁾	Imber, S.C. Independent Educational Evaluations for students with Behavioral Disorders under IDEA 2004: Testy matters of Regulations, Federal Policies and Case Law, Conference Proposal accepted for presentation, The International Council for Exceptional Children, Denver, Colorado, September 23-26, 2009 Imber, S.C. Independent Educational Evaluations: An Enduring Procedural Safeguard under IDEA 2004. The American Psychological Association Convention, Toronto, Ontario, August 7, 2009. Imber, S.C. Independent Educational Evaluations IDEA 2004: It s a Testy Matter! The New England Educational Research Organization (NEERO), Portsmouth, New Hampshire, May 7, 2009
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Provides clinical supervision of student teachers and graduate interns in mild/moderate special education at the elementary/middle or middle/secondary level. Provides support for children/families who require Independent Evaluations and support during LEA mediation.(elementary/middle and middle/secondary special education)

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="radio"/> 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⁾	

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="radio"/> 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 Insitute of Technology 2003-2007 - University Supervisor; Research Assistant; Adjunct Instructor 1999-2002 - Language Arts and Mathematics Teacher, 6th grade

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 type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major	President of NERA 2009 - 2010 (New England Reading Association) Served on the Dean selection committee Rhode Island College Spring 2010 Serve on Board

contributions in the past 3 years ⁽⁸⁾	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	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

(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)	PRAXIS II Elementary Education Content Knowledge Exam: 0014	PRAXIS II: Licensure Exam (Content Knowledge)	Admission to the program
Assessment #2: Assessment of content knowledge in elementary education (required)	PRAXIS II Elementary Education Content Area Exercises: 0012	PRAXIS II: Licensure Exam (Content Area Exercises)	Admission to Student Teaching
Assessment #3: Assessment of candidate ability to plan instruction (required)	<ul style="list-style-type: none"> a. ELED 534 Developmental Reading PreK-8: Genre Study b. ELED 508 Language Arts in the Elementary School: Case Study or Lesson Plan c. ELED 528 Social Studies in the Elementary School: Unit Plan d. FSEHD Implemented Lesson Plan 	<ul style="list-style-type: none"> a. Genre Study b. Case Study or Lesson Plan c. Unit Plan d. Implemented Lesson Plan Faculty Disposition Evaluation; Candidate (Self) Disposition Evaluation 	<ul style="list-style-type: none"> a. Phase II-During Methods Courses b. Phase II-During Methods Courses c. Phase II-During Methods Courses d. Admission to Student Teaching
Assessment #4: Assessment of student teaching (required)	<ul style="list-style-type: none"> a. Student Teaching Final Evaluation b. Teacher Candidate Work Sample (TCWS) 	<ul style="list-style-type: none"> a. Student Teaching Final Evaluation b. Teacher Candidate Work Sample (TCWS) 	<ul style="list-style-type: none"> a. Phase III-During Student Teaching b. Phase III-During Student Teaching

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;	€	€	€	€	€	€	€	€
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;	€	€	€	€	€	€	€	€
3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	€	€	€	€	€	€	€	€

4. ASSESSMENT STANDARDS

#1 #2 #3 #4 #5 #6 #7 #8

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	€	€	€	€	€	€	€	€
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5. PROFESSIONALISM STANDARDS

#1 #2 #3 #4 #5 #6 #7 #8

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.	€	€	€	€	€	€	€	€
5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.	€	€	€	€	€	€	€	€
	€	€	€	€	€	€	€	€

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.

Assessment 1 Licensure Exam Elementary Education Content Knowledge Praxis II 0014.pdf

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.

Assessment 2 Licensure Exam Elementary Education Content Area Exercises Praxis II 0012.pdf
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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.

Assessment 3d FSEHD Implemented Lesson Plan PTT Portfolio.pdf	Assessment 3c ELED 528 Social Studies in the Elementary School Unit Plan.pdf
Assessment 3b ELED 508 Language Arts in the Elementary School Case Study or Lesson Plan.doc	Assessment 3a ELED 534 Developmental Reading PreK-8 Genre Study.doc

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.

Assessment 4b Teacher Candidate Work Sample (TCWS).doc	Assessment 4a Student Teaching Final Evaluation (STFE).doc
Student Teaching Final Evaluation (STFE) Rubric.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.

Assessment 5a ELED 538 Mathematics MAT Practicum Student Assessment Summary.doc	Assessment 5b ELED 518 or 537 Teaching Science in the Elementary School or Science MAT Practicum.pdf
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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

Assessment 6 ELED 500 Reflections the Art and Science of Teaching Working With Children Unit.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

Assessment 7 FSEHD Faculty Disposition Rubric PTT Portfolio.pdf

See **Attachments** panel below.

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 Master of Arts in Teaching in Elementary Education Program is located in the Elementary Education Department and is part of 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. 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.

There is a comprehensive program assessment system in place in the MAT program and within that assessment system there are unit-wide assessments determined and assessed within the FSEHD as a whole. Strengthening teacher candidate performance and strengthening the program are ongoing processes attended to by the Master of Arts in Teaching in Elementary Education Program Committee, faculty who teach specific courses within the program, the Office of Partnerships & Placements, and the FSEHD Assessment and Program Improvement Committee. The state also requires some assessments in an effort to improve the quality of teacher candidates.

The MAT in Elementary Education program has many levels of assessment, and is an ongoing process, but the overarching system consists of three stages: at admission, before student teaching, and at exit from student teaching. The first stage, admissions, represents a comprehensive, rigorous examination of each candidate's credentials before extending an invitation to join the program. The second stage at which the candidate is assessed occurs through submission of a Preparing To Teach Portfolio presented to the Elementary Education Department at the end of the semester prior to student teaching, and includes artifacts from program courses and unit-wide assessments. The third and final stage of the system occurs at exit from student teaching. As noted previously, assessment is ongoing throughout the program as teacher candidates complete varied assessments within courses and during student teaching.

Teacher candidates are evaluated on content knowledge, professional and pedagogical knowledge, and student learning. Each component is considered below in terms of findings from evidence, interpretation of findings, and changes that have been made or planned to improve candidate performance and strengthen the program.

1) Content Knowledge

Candidates admitted to this program are strong in content knowledge, based upon analysis of their college transcripts and their test scores on the licensure exam required at admission. While the GPA criterion for admission is 3.0, our candidates have a mean GPA of 3.3, and their test scores are well above the state requirement for licensure; in fact, their test scores are above the requirement for licensure in any state. The MAT Program Committee continues to scrutinize each transcript to ensure essential coursework in the disciplines taught in the elementary classroom. Two courses in mathematics content, two lab sciences that represent a broad range of science knowledge, a health or physical

education course, and a course in the arts have been part of this analysis for many years. A more recent addition has been to ensure candidates have had a course in U.S. history. Candidates who are missing any of these courses must take them as part of their programs. We believe these measures present strong evidence of candidate proficiency in content knowledge. As of August 20, 2010, we will once again institute a GRE requirement that has been initiated by the Rhode Island Department of Education to ensure basic skills. This will be phased in, with the first year requirement of attaining a minimum composite score of 1050; as of August 20, 2011, candidates must attain a minimum composite score of 1100, including at least 465 on Verbal Reasoning and Quantitative Reasoning score of at least 584.

As candidates progress through the program coursework, this content knowledge is applied in the lessons and units they teach, and in the teacher candidate work sample they complete during student teaching. Content knowledge is assessed through the rubrics used, and our candidates demonstrate mostly exemplary or target results.

2) Professional and Pedagogical Knowledge, Skill, and Dispositions

Candidates take ten program courses during their programs, including introductory coursework that provides the foundation for the six methods courses. These courses represent the major disciplines taught in elementary school, and integrate the arts, physical education, and health. The courses focus on theoretical knowledge and the application of that knowledge in classrooms, with extensive field work required in the program. Subsequent to the coursework, teacher candidates spend fourteen weeks in the classroom, with an expectation that they will be fully responsible for all aspects for a minimum of four weeks. As in most graduate programs, candidates must maintain a GPA of 3.0; our candidates are well above that, and any who aren't are counseled out of the program. This has only occurred in one instance in recent years. As potential candidates can take up to the first three program courses while in the process of applying to the program, there are some who elect not to apply based upon their enlightenment of the demands of teaching in today's elementary classrooms. Those who continue are highly successful in both coursework and student teaching, as evidenced by their exemplary work on the products, and as such, competence in meeting and applying the varied standards.

Overall discussion of the program occurs during regular MAT Program Committee meetings. Discussion and alignment of unit-wide assessments is undertaken by the FSEHD Assessment and Program Improvement Committee. Within the Elementary Education Department, discussion of assessment tasks occurs within discipline groups. While the assessment products from the coursework reveal most candidates perform at an exemplary level overall, and the test scores on the licensure exam that evaluates competence in teaching are above the average, a number of changes have been and will be made.

In ELED 500 Reflections: The Art and Science of Teaching, candidates teach an afterschool program based on the arts, physical education, or health as they apply teaching models and strategies learned in the coursework, and interact with families. Candidates going forward will be required to tie their lessons to appropriate national standards, and in areas not taught, to develop a lesson plan that is consonant with associated standards. This will ensure pedagogical knowledge in all areas rather than just one.

The FSEHD is requiring programs to include a Mini Teacher Candidate Work Sample in a course taken prior to student teaching, effective Fall 2010. In ELED 528 Teaching Elementary School Social Studies, the Unit Plan will be modified as needed to become the Mini Teacher Candidate Work Sample. This will ensure candidates are prepared for the full Teacher Candidate Work Sample during student teaching.

In ELED 538 Mathematics MAT Practicum, the Student Assessment Summary has been very successful in requiring candidates to evaluate their teaching and student work, and use that knowledge as they progress in teaching the lessons in their units. In keeping with changes at the unit-wide level, this artifact

will be changed to an Implemented Lesson Plan that includes planning, teaching, and reflecting on the lesson. The reflection will include an interview with the instructor as part of the evaluation.

ELED 518 Teaching Elementary School Science and ELED 537 Science MAT Practicum modified their assessment artifact and incorporated many aspects of the Mini Teacher Candidate Work Sample during the Spring 2010 semester.

ELED 508 Language Arts in the Elementary School has changed from a case study to a lesson plan to infuse more writing using children's literature as a model as of Spring 2010.

The MAT Program Committee, while satisfied that our candidates have demonstrated competency on the PRAXIS II Content Area Exercises (0012), is discussing the results with instructors in the discipline courses to determine what, if any, changes can be made to improve results.

Unit-wide assessments have undergone change as well. While our candidates have met with success on the measures used previously, a number of changes have occurred. In general, all unit-wide measures will be online using the Checkbox system, and thus providing ease in collecting data. More specifically, the Assessment Committee has phased out the Student Teaching Final Evaluation; it will no longer be used. The Teacher Candidate Work Sample is much more comprehensive and provides data on seven rubrics that give a complete picture of our teacher candidates' progress. This was fully implemented in Spring 2010, but we only had two candidates student teaching. Both met Target; however, more data is needed to enable us to confidently describe results and use those results to improve the program. An Exit Portfolio consisting of a School Analysis, Implemented Unit Plan, and Professional Development Reflection was also replaced by the TCWS, since it includes those pieces.

Candidate dispositions have been assessed at admission as well as throughout the program. Effective Fall 2009, candidates began writing Statements of Educational Philosophy essays, replacing the former Career Commitment Essay, and had to obtain an Acceptable rating measured using a rubric. This essay is more focused on dispositions consonant with teaching. Thus no candidate has been admitted who did not demonstrate dispositions deemed appropriate by the MAT Program Committee. Dispositions continue to be evaluated throughout the program, including in the Preparing To Teach Portfolio, using a Faculty Disposition and a Candidate Self-Evaluation of Disposition. The TCWS includes a disposition assessment. The FSEHD Assessment and Program Improvement Committee elicited feedback from faculty in Fall 2009 asking them to identify observable verbal and non-verbal candidate behaviors that are indicators of the revised FSEHD dispositions: Passion for Learning, Adaptability, Work Ethic, Caring Nature / Concern for Others, and Commitment To Equity. A draft has been sent for further feedback from faculty and will be implemented in the near future.

3) Student Learning

Student learning is a critical component of the program. Actual practice in determining student learning begins in ELED 500 Reflections: The Art and Science of Teaching when candidates begin to assess student learning in their afterschool programs. It is part of each methods course, but assessments in ELED 518/537 science methods, and ELED 538 Mathematics MAT Practicum specifically focus on student learning and teacher self-reflection of effectiveness. Even though the artifact in ELED 538 Mathematics MAT Practicum is changing, there will still be a focus on assessment in the unit taught in the course. The TCWS completed during student teaching addresses student learning and assesses candidates using a specific rubric. More data needs to be collected using this rubric, as the number of candidates was too small from Spring 2010 to make any meaningful generalizations. Nonetheless, this rubric in particular will be a focus for the future, and changes in the methods courses using the Mini TCWS will enable the MAT Program Committee to identify areas of student learning that need

improvement.

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.