Review Team Performance Report

Rhode Island College

Rhode Island Department of Education
October 23, 2016 to October 26, 2016

Performance Review of Educator Preparation - Rhode Island

The Rhode Island Department of Education (RIDE) believes that strong educators are crucial for ensuring that all Rhode Island students are college and career-ready upon graduating from high school. To that end, it is RIDE's expectation that every educator who completes a Rhode Island educator preparation program will:

- Demonstrate positive impact on PK-12 student learning
- Be ready to succeed in Rhode Island schools
- Serve as leaders and professionals

These goals act as the foundation for the Performance Review for Educator Preparation in Rhode Island (PREP-RI). Through the PREP-RI Process, RIDE seeks to provide educator preparation programs and providers with the structure and expectations to systematically improve program and provider quality. The expectations for program and provider performance and continuous improvement are embodied in the Rhode Island Standards for Educator Preparation (Appendix A).

As part of the PREP-RI process, a team of independent reviewers evaluates program and provider quality. The reviewers base their evaluation on all evidence made available to them by the program and provider: pre-visit evidence, on-site evidence, data, documentation, observations, and interviews with faculty, staff, candidates, completers, and other stakeholders. Based on this evaluation, the review team assesses program and provider performance for each component of the Rhode Island Standards for Educator Preparation, designates a program classification, and assigns a provider approval term[1]. To support continuous improvement, the review team also provides specific and actionable recommendations, suggestions, and commendations. Additional information regarding the PREP-RI process is available on the RIDE website.

Report Purpose and Layout

This report serves a variety of stakeholders including the provider, the programs, current and prospective candidates, as well as the larger education community. The purpose of the report is to make public the results of the PREP-RI review including the program classifications, provider approval term, and the component ratings and recommendations. The expectation is that programs and providers use the information contained in the report to support their continuous improvement efforts and alignment to the expectations of the Rhode Island Standards for Educator Preparation.

The report has three sections: Report Summary, Program Components Findings and Recommendations, and Provider Components Findings and Recommendations. The Report Summary provides specific details from the review, the program classifications, provider approval term, and tables of component performance level ratings for the programs and provider. The program classifications are based on program-level components and denote the quality of the certificate area programs that the provider offers. The provider approval term is based on both program classifications and provider-level components and denotes the overall quality of the provider. Certain program classifications and provider approval terms result in approval conditions that must be addressed prior to the next PREP-RI review.

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[1] Appendix B contains the guidance review teams use to make program classification, approval term, and approval condition decisions.

The Program and Provider Component Findings and Recommendations sections contain specific information regarding provider and program performance for each component. The sections include a summary statement of the current level of performance for the component. The summary statement is followed by a brief list of evidence that details the performance level and where appropriate suggestions for improvement or commendations for notable practice. Except when programs are recommended for non-renewals, components that are rated either Approaching Expectations or Does Not Meet Expectations also include recommendations for improvement that require necessary changes to ensure programs and providers meet the expectations of the Rhode Island Standards for Educator Preparation. Before the next PREP-RI visit, RIC must take action to address issues of performance related to all components that were not assessed as Meets Expectations.

Key Terms Used in this Report

This report uses some key terms that are consistent with language within the PREP-RI rubric and the RIDE certification office. For a glossary of key terms, see Appendix C.

Report Summary

The educator preparation provider, Rhode Island College (RIC), offers nine RIDE-approved teacher, building administrator, and support professional programs. RIC has been a RIDE-approved educator preparation provider since 1972. The educator preparation programs at RIC were last reviewed in 2011 as part of the Rhode Island Program Approval Process (RIPA). The tables on the following pages list the programs and courses of study reviewed during this visit. Please note that the review team did not review any courses of study not listed in the tables, either because they are not RIDE-approved programs or because RIC did not submit any evidence for them (i.e. M.A.T. in Biology and M.A.T. in History/Social Studies).

Teacher Certification Programs

Certification Program	Undergraduate	Graduate	Non-Degree
All Grades Education	B.S. in Art Education	M.A.T in Art Education	-
	B.M. in Music Education	M.A.T. in Music Education	-
	B.S. in Secondary Education (World Languages)[2]	M.A.T. in Secondary Education (World Languages)	-
	B.S. in Health Education	-	-
	B.S. in Physical Education	-	-
	B.S. in Technology Education	-	-
Early Childhood Education	B.S. in Early Childhood	-	-

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[2] Languages are French, German, Portuguese, Spanish.

Certification Program	Undergraduate	Graduate	Non-Degree
Elementary Education	B.A. in Elementary Education	M.A.T. in Elementary Education	-
Middle Grades – Elementary Extension			English
			Mathematics
			Science
			Social Studies
Middle Grades – Secondary Extension			English
			Mathematics
			Science
			Social Studies
Secondary Education	B.A. in Secondary Education (Biology)	-	RITE in Biology
	B.A. in Secondary Education (Chemistry)	-	RITE in Chemistry
	B.A. in Secondary Education (English)	M.A.T. in Secondary Education (English)	RITE in English
	B.A. in Secondary Education (General Science)	-	RITE in General Science
	B.A. in Secondary Education (History)	-	RITE in History
	B.A. in Secondary Education (Mathematics)	M.A.T in Secondary Education (Mathematics)	RITE in Mathematics
	B.A. in Secondary Education (Physics)	-	RITE in Physics
	B.A. in Secondary Education (Social Studies)	-	RITE in Social Studies
Special Education Program		M.Ed. in Special Education with a concentration in Early Childhood	-
	B.S. in Elementary and Special Education with a concentration in Mild/Moderate Disabilities	M.Ed. in Special Education with Concentration in Special Education Certification	-
	B.S. in Secondary Education with a concentration in Mild/Moderate Disabilities	M.Ed. in Special Education with Concentration in Special Education Certification	-

Certification Program	Undergraduate	Graduate	Non-Degree
	B.S. in Special Education with a concentration in Severe Intellectual Disabilities	M.Ed. in Special Education with Concentration in Severe Intellectual Disabilities	-

Administrator Certification Programs

Certification Program	Undergraduate	Graduate	Non-Degree
Building Administrator Program	-	M.Ed. in Educational Leadership	-

Support Professional Certification Programs

Certification Program	Undergraduate	Graduate	Non-Degree
Reading Specialist	-	M.Ed. in Reading	-
School Counselor	-	M.A. in School Counseling	-
School Psychologist	-	M.A. in Educational Psychology	C.A.G.S. in School Psychology

The current review was conducted from October 23, 2016 through the October 26, 2016. Review team members were:

- Dr. Marie Ahern, Director of Curriculum at Exeter/West Greenwich Regional School District
- Fatima Barbosa, Special Education Teacher at West Warwick Public Schools
- William Barrass, Social Studies Teacher at Barrington Public Schools
- Melissa Denton, Director of Pupil Personnel at Westerly Public Schools
- Dr. Chandra Foote, Professor and Dean at Niagara University
- Stacy Haines-Mayne, Guidance Chair at Chariho Public Schools
- Dr. Arthur Hernandez, Visiting Professor at University of the Incarnate World
- Dr. Craig Hochbein, Assistant Professor at Lehigh University
- Dr. Nancy Hoffman, Professor at Central Connecticut State University
- Dr. Anne Howard, Professor at Fitchburg State University
- Melissa Labossiere, Talent Development Specialist at Pawtucket School Department
- Michael Medeiros, Former Physical Education Teacher at Portsmouth High School
- Crystal Monteiro, Elementary Teacher at East Providence School Department
- Dr. Cheryl Moore-Thomas, Associate Professor at Loyola University Maryland
- Dr. Therese Quinn, Associate Professor at University of Illinois at Chicago
- Berkis Rodriguez, Dual Language Teacher at Central Falls School District

- David Upegui, Science Teacher at Central Falls School District
- Dr. William Weber, Former Associate Professor at The University of Toledo
- Dr. Lynne Weisenbach, Consultant at Weisenbach Consulting and Former Vice Chancellor of University System of Georgia

Lisa Foehr, Sarah Whiting, Lauren Matlach, and Hilda Potzreba represented RIDE. Andre Audette from AA Consulting supported the RIDE team. The following tables detail the program classifications, provider approval term, approval conditions, and component ratings that resulted from this review.

Program Classifications

Indicates the quality of the individual certification area programs offered by the provider determined by evidence-based ratings for each program-level component.

- Approved with Distinction
- Full Approval
- Approval with Conditions
- Low Performing
- Non-Renewal

Program	Classification
Teacher Certification Programs	
All Grades Education	Approved with Conditions
Early Childhood	Approved with Conditions
Elementary Education	Approved with Conditions
Middle Grades Education	Approved with Conditions
Secondary Grades Education	Approved with Conditions
Special Education	Approved with Conditions
Administrator Certification Programs	
Building Level Administrator	Non-Renewal
Support Professional Certification Programs	
Reading Specialist	Approved with Conditions *This program is at risk of being classified as* Low Performing.[3]
School Counselor	Non-Renewal
School Psychologist	Approved with Distinction

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[3] The Reading Specialist program is at risk of being classified as Low Performing. Programs identified as low performing marginally meet expected performance levels and are identified as "low performing" for Title II federal purposes.

Provider Approval Term

Indicates the overall quality of the educator preparation provider based on the classifications for each of the provider's programs and based on evidence-based ratings for each provider-level component

- Seven years
- Five years
- Four years
- Three years
- Two years
- Non-Renewal

Provider	Rhode Island College
Approval Term	3 years
Conditions	

- The President of Rhode Island College will consult with the Commissioner of Elementary and Secondary Education to identify and appoint a change mentor that will have full access to the Feinstein School of Education leadership and staff as needed. RIC will develop an action plan with the change mentor that prioritizes improvements and will share the action plan with the Commissioner for approval. The Commissioner will also identify an appropriate timeframe to conduct an interim progress visit. Lack of meaningful progress could result in additional program closures.

- Within the next two years, RIC will need to engage in intensive work to reform and improve programs. RIC has significant work to do. RIC needs to meet the improvements identified below in addition to others it may additionally identify in the action planning process. Evidence of change will be submitted to the Commissioner:

  Summer 2017

  o Work with the change mentor to establish practitioner advisory councils to inform program improvements.

  o Review program completer data and prioritize programs to improve. Identify whether RIC will voluntarily close programs given low enrollment numbers and resource availability while considering high need certification areas and candidate employment rates. Complete the RIDE-provided Demonstration of Need Form for each program and submit it to RIDE by September 1, 2017. The Commissioner will review all forms and, based on his review, may recommend closing programs with low enrollment.

  o Develop an action plan specific to the Reading Specialist program that addresses components rated *Does Not Meet Expectations* and *Approaching Expectations.* This plan should immediately address technology, equity, clinical partnerships, and employment outcomes.

Fall 2017

- o Conduct an analysis of the candidate assessment system to understand where the system can be strengthened and to ensure teaching performance serves as the basis for candidate progression and recommendation for certification. This analysis should include reviewing key assessment checkpoints—admission, recommendation for practicum, recommendation for student teaching, and recommendation for certification—with input from K-12 practitioners and ensure that they address the competencies outlined in the RIPTS, professional organization standards, and PREP-RI standards. Based on this analysis, redesign the assessment system. These efforts should include revising the Observation Progress Report (OPR), the Professional Behavioral Indicators (PBIS), and the Teacher Candidate Work Sample (TCWS). Calibrate expectations for candidate performance across faculty members, clinical educators, and students. Establish systems to monitor implementation of assessments and candidate performance.

- o Consult with Chalk and Wire to fully understand the system's data and reporting capacity and begin to implement data review practices.

- o Increase program faculty's proficiency in student learning standards and integrate more opportunities for candidates to deepen their understanding of the standards and standards-based instruction. Ensure candidate proficiency in student standards is addressed in the candidate assessment system.

- o Ensure all programs include instruction in working with students with disabilities and English learners, instruction in strategies for working with families, and opportunities to practice working with a diverse range of learners and families. Ensure candidate proficiency in issues of equity is addressed in the candidate assessment system.

- o Improve communication with districts regarding candidate placements, district hiring needs, and essential practices for candidates to know. Begin working to establish mutually beneficial partnerships.

- o Identify new criteria for clinical educators and require partners to attend a training that addresses expectations for assessing candidate performance and includes calibration activities.

Spring 2018

- o Increase program faculty's proficiency in using technology to enhance instruction and support student learning. Integrate opportunities for candidates to learn and practice using technology for instructional and assessment purposes throughout their program. Ensure that candidates' proficiency in designing and implementing digital age learning experiences is integrated into the candidate assessment system.

- o Establish a cycle of assessment system improvement that includes data collection, analysis, action, and re-calibration.

- o Deepen emphasis on data-driven instruction within programs, especially focusing on the

use of data to measure impact on student learning and improve instruction.

Summer 2018

- o Demonstrate progress in improving the Reading Specialist program, especially in components rated *Does Not Meet Expectations* and *Approaching Expectations.*

- o Share an analysis of data from Chalk and Wire with practitioner advisory councils. Over the next year, work with practitioner advisory councils to improve alignment with preparation program curriculum and practices with district expectations for knowledge and skills.

Fall 2018

- o Review program expectations for clinical experiences. Significantly increase opportunities for candidates to apply their learning and practice teaching in PK-12 schools under supervision of expert teachers from the beginning of programs.

- o Improve systems at RIC for ensuring program quality and improvement. These systems should address the following: data collection, monitoring, and review; faculty quality and diversity; stakeholder engagement; and internal processes for reviewing program performance.

- ▪ RIC cannot submit applications for new programs until it meets the improvement benchmarks listed. RIDE will identify which already-submitted program applications it will continue to review and which ones will be returned to RIC.

- ▪ RIC cannot accept new candidates into non-renewed programs (school counselor and building administrator). In addition, RIC may not admit candidates to its M.A.T in Secondary Education (Biology) and M.A.T. in Secondary Education (History/Social Studies) programs because it did not submit evidence for these programs during the PREP-RI visit. RIC must submit a new program application to RIDE if it wishes to continue offering these programs.

- ▪ RIC will need to participate in RIDE-offered technical assistance activities and must report on changes made as a result of technical assistance activities to RIDE and the Commissioner.