Standard One: Approved programs ensure that candidates develop a deep understanding of the critical concepts, principles, and practices of their field and, by program completion, are able to use practices flexibly to advance the learning of all students toward college and career readiness by achieving Rhode Island student standards.		
1.1 Knowledge, Skills, and Professional Dispositions: *Approved programs ensure that candidates demonstrate proficiency in the knowledge, skills, and professional dispositions encompassed in the Rhode Island Professional Teaching Standards and the Rhode Island Standards for Educational Leaders.*		
	Does Not Meet Expectations	**Approaching Expectations**	**Meets Expectations**
Rhode Island Professional Standards competencies (RIPTS for teachers/RISEL for administrators)	Candidates do not develop proficiency in the knowledge, skills and professional dispositions encompassed in most RIPTS within clusters – Instruction, Environment, and Professionalism-(teachers) or RISEL (administrators).	Candidates develop proficiency in the knowledge, skills, and professional dispositions encompassed in most RIPTS within clusters -Instruction, Environment and Professionalism-(teachers) or RISEL (administrators).	Candidates develop proficiency in the knowledge, skills, and professional dispositions encompassed in each of RIPTS within clusters -Instruction, Environment and Professionalism-(teachers) or RISEL (administrators).
Consistent curriculum	Most candidates do not experience a consistent curriculum that provides comparable learning opportunities to meet professional standards.	Most candidates experience a consistent curriculum that provides comparable learning opportunities to meet professional standards.	All candidates experience a consistent curriculum that provides comparable learning opportunities to meet professional standards.

1.2 Knowledge of Content and Content Pedagogy (Teachers)/Field of Study (Administrators and Support Professionals): *Approved programs ensure that candidates demonstrate proficiency in the critical concepts, principles, and practices in their area of certification as identified in appropriate professional association standards.[1]*		
	Does Not Meet Expectations	**Approaching Expectations**	**Meets Expectations**
Content competencies or Field of Study Competencies	Candidates do not develop proficiency in most of the critical concepts, principles, and practices identified as the content competencies (teachers) or field of study competencies (administrators and support professionals) for the certification area.	Candidates develop proficiency in most of the critical concepts, principles, and practices identified as the content competencies (teachers) or field of study competencies (administrators and support professionals) for the certification area.	Candidates develop proficiency in the critical concepts, principles, and practices identified as the content competencies (teachers) or field of study competencies (administrators and support professionals) for the certification area.
Pedagogical-content competencies (teachers only)	Candidates do not develop proficiency in most of the critical pedagogical-content concepts, administrators, and	Candidates develop proficiency in most of the critical pedagogical-content concepts, principles, and practices within the content area. (teachers only)	Candidates develop proficiency in the critical pedagogical-content concepts, principles, and practices within the content area. (teachers only)

[1] *Note: The appropriate set of standards for each certificate area are noted in the appendix.*

practices within the content area.
(teachers only)

1.3 Standards-Driven Instruction: *Approved programs ensure that candidates develop and demonstrate the ability to design, implement, and assess learning experiences that provide all students the opportunity to achieve Rhode Island student standards.*

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Rhode Island Student Standards	Candidates do not develop a general understanding of Rhode Island student standards that are applicable to their certification area.	Candidates develop a general understanding of Rhode Island student standards that are applicable to their certification area	Candidates develop a deep understanding of Rhode Island student standards that are applicable to their certification area.
Design and implement standards-driven lessons and assess student progress (teachers only)	Candidates do not develop basic skills in designing lessons that will help students progress to proficiency in Rhode Island student standards. (teachers only) Candidates do not develop basic skills in implementing standards-based lessons and using skills to assess student progress towards proficiency in Rhode Island student standards. (teachers only)	Candidates develop basic skills in designing lessons that will help students progress to proficiency in Rhode Island student standards. (teachers only) Candidates develop basic skills in implementing standards-based lessons and using those skills to assess student progress towards proficiency in Rhode Island student standards. (teachers only)	Candidates develop proficiency in designing lessons that will help students progress to proficiency in Rhode Island student standards. (teachers only) Candidates develop proficiency in implementing standards-based lessons and using those skills to assess student progress towards proficiency in Rhode Island student standards. (teachers only)
Review and evaluate standards-driven instruction (administrators only)	Candidates do not develop basic skills in reviewing and evaluating the use of Rhode Island student standards in lessons that will help students progress to proficiency in RI student standards. (administrators only)	Candidates develop basic skills in reviewing and evaluating the use of Rhode Island student standards in lessons that will help students progress to proficiency in RI student standards. (administrators only)	Candidates develop proficiency in reviewing and evaluating the use of Rhode Island student standards in lessons that will help students progress to proficiency in RI student standards. (administrators only)
Understand appropriate standards for program quality and student services (support professionals only)	Candidates do not develop a general understanding of program standards (where they exist) designed for program quality and student services. (support professionals only)	Candidates develop a general understanding of program standards (where they exist) designed for program quality and student services. (support professionals only)	Candidates develop a deep understanding of program standards (where they exist) designed for program quality and student services. (support professionals only)

1.4 Data-Driven Instruction: *Approved programs ensure that candidates develop and demonstrate the ability to collect, analyze, and use data from multiple sources- including research, student work and other school-based and classroom-based sources- to inform instructional and professional practice.*		
	Does Not Meet Expectations	**Approaching Expectations**	**Meets Expectations**
Assessment of student learning	Candidates do not develop a general understanding of the core principles, concepts, and purposes of assessment. Candidates do not develop basic skills in selecting and implementing assessments to monitor student progress.	Candidates develop a general understanding of the core principles, concepts, and purposes of assessment. Candidates develop basic skills in selecting and implementing assessments to monitor student progress.	Candidates develop a deep understanding of the core principles, concepts, and purposes of assessment. Candidates develop proficiency in selecting and implementing assessments to monitor student progress.
Assessment of instruction	Candidates do not develop basic skills in using assessment data to evaluate and modify instructional practice.	Candidates develop basic skills in using assessment data to evaluate and modify instructional practice.	Candidates develop proficiency in using assessment data to evaluate and modify instructional practice.
Research, student work, and other professional resources	Candidates do not develop basic skills in identifying, gathering and analyzing data from sources other than assessments to improve student learning and instructional practice.	Candidates develop basic skills in identifying, gathering and analyzing data from sources other than assessments to improve student learning and instructional practice.	Candidates develop proficiency in identifying, gathering and analyzing data from sources other than assessments to improve student learning and instructional practice.
School level assessment of student learning and instruction (administrators only)	Candidates do not develop basic skills in using school level data to monitor school level progress and engage staff in developing a deep understanding of assessment, selecting and implementing assessments to monitor student progress, and proficiency in using assessment data to evaluate and modify instructional practice. (administrators only)	Candidates develop basic skills in using school level data to monitor school level progress and engage staff in developing a deep understanding of assessment, selecting and implementing assessments to monitor student progress, and proficiency in using assessment data to evaluate and modify instructional practice. (administrators only)	Candidates develop proficiency in using school level data to monitor school level progress and engage staff in developing a deep understanding of assessment, selecting and implementing assessments to monitor student progress, and proficiency in using assessment data to evaluate and modify instructional practice. (administrators only)

1.5 Technology: *Approved programs ensure that candidates model and integrate into instructional practice technologies to engage students and improve learning as they design, implement, and assess learning experiences; as well as technologies designed to enrich professional practice.*

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Digital age learning in classrooms (teachers only)	Candidates do not develop basic skills in designing, implementing, and assessing digital age learning experiences and assessment to support student learning. (teachers only)	Candidates develop basic skills in designing, implementing, and assessing digital age learning experiences and assessment to support student learning. (teachers only)	Candidates develop proficiency in designing, implementing, and assessing digital age learning experiences and assessment to support student learning. (teachers only)
Digital age culture in the school (administrators only)	Candidates do not develop basic skills in establishing a digital age learning culture that includes instructional innovation focused on continuous improvement of digital age learning, models and promotes effective use of technology for learning, provides learner-centered environments equipped with technology, and ensures effective practice in the study of technology and its infusion across the curriculum. (administrators only)	Candidates develop basic skills in establishing a digital age learning culture that includes instructional innovation focused on continuous improvement of digital age learning, models and promotes effective use of technology for learning, provides learner-centered environments equipped with technology, and ensures effective practice in the study of technology and its infusion across the curriculum. (administrators only)	Candidates develop proficiency in establishing a digital age learning culture that includes instructional innovation focused on continuous improvement of digital age learning, models and promotes effective use of technology for learning, provides learner-centered environments equipped with technology, and ensures effective practice in the study of technology and its infusion across the curriculum. (administrators only)
Model digital age work and learning	Candidates do not develop basic skills in modeling digital age work and learning through fluency in technology systems, collaborating using digital tools and resources, and communicating information and ideas using a variety of digital age media and formats.	Candidates develop basic skills in modeling digital age work and learning through fluency in technology systems, collaborating using digital tools and resources, and communicating information and ideas using a variety of digital age media and formats.	Candidates develop proficiency in modeling digital age work and learning through fluency in technology systems, collaborating using digital tools and resources, and communicating information and ideas using a variety of digital age media and formats.

1.6 Equity: *Approved programs ensure that candidates develop and demonstrate the cultural competence and culturally responsive skills that assure they can be effective with a diverse student population, parents, and the community.*

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Culturally Responsive	Candidates do not reflect on their own biases and develop a deeper awareness of their own worldviews, the experiences of other cultures and the impact of poverty on learning.		Candidates reflect on their own biases and develop a deeper awareness of their own worldviews, the experiences of other cultures and the impact of poverty on learning.
Working with English Language Learners and students with disabilities	Candidates do not develop basic skills in designing and implementing strategies that are effective when working with: • English Language Learners • Students with disabilities.	Candidates develop basic skills in designing and implementing strategies that are effective when working with: • English Language Learners • Students with disabilities	Candidates develop proficiency in designing and implementing strategies that are effective when working with: • English Language Learners • Students with disabilities
Working with families in diverse communities	Candidates do not develop basic skills in designing and implementing strategies that are effective when working with families in diverse communities.	Candidates develop basic skills in designing and implementing strategies that are effective when working with families in diverse communities.	Candidates develop proficiency in designing and implementing strategies that are effective when working with families in diverse communities.

1.7 Rhode Island Educational Expectations: *Approved programs integrate current Rhode Island initiatives and other Rhode Island educational law and policies into preparation and ensure that candidates are able to demonstrate these in their practice.*

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Rhode Island educational initiatives, laws, and policies	Candidates do not develop a general understanding of Rhode Island educational initiatives and Rhode Island educational law and policies. Candidates do not develop the knowledge, skills, and practices embedded in key Rhode Island educational initiatives that are applicable to their certification areas	Candidates develop a general understanding of Rhode Island educational initiatives and Rhode Island educational law and policies. Candidates develop the knowledge, skills, and practices embedded in key Rhode Island educational initiatives that are applicable to their certification areas and develop basic skills in	Candidates develop a deep understanding of Rhode Island educational initiatives and Rhode Island educational law and policies. Candidates develop the knowledge, skills, and practices embedded in key Rhode Island educational initiatives that are applicable to their certification areas

	and do not develop basic skills in integrating these into educational practice.	integrating these into educational practice.	and develop proficiency in integrating these into their educational practice.

Standard 2: Approved programs ensure that high-quality clinical practice and effective partnerships are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on PK-12 students' learning and development.

2.1 Clinical Preparation*: *Approved programs include clinical experiences that offer the depth, breadth, diversity, coherence, and duration to enable candidates to develop and demonstrate proficiency of the appropriate professional standards identified in Standard 1. Approved programs work with program-based and district- and school-based clinical educators to maintain continuity and coherence across clinical and academic components of preparation.*[2]

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Clinical preparation depth, breadth, and diversity	Candidates' clinical preparation does not include: • multiple experiences that begin early in the program and range from observation of practice to demonstrating proficiency; • clinical experiences that offer little or no complexity and focus primarily on observation or assisting. Later clinical experiences rarely build on earlier clinical experiences. • clinical preparation experience is limited to a range of educational environments that minimally addresses the diversity of educational settings for which they will be certified.	Candidates' clinical preparation includes: • multiple experiences that begin early in the program and range from observation of practice to demonstrating proficiency; • some clinical experiences that may be limited in complexity or responsibility with more observation or assisting than actual responsibility for the classroom, school, or program and/or some later clinical experiences may not build on earlier clinical experiences; • experience in several educational settings, but there are some gaps in terms of addressing the diversity of educational settings for which they will be certified.	Candidates' clinical preparation includes: • multiple experiences that begin early in the program and range from observation of practice to demonstrating proficiency; • clinical experiences that increase in complexity and responsibility with later experiences building on earlier clinical experiences; and • experience in a range of educational environments that capture the diversity of educational settings for which they will be certified.

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[2] Candidates' clinical preparation must meet the number of weeks of student teaching/hours of field experience prior to student teaching (teachers) or hours of internship (administrator and support professionals) required by Rhode Island Regulations Governing the Certification of Educators. Any program that does not meet this minimum requirement will receive a rating of DOES NOT MEET.

Comprehensive student teaching/internship	Candidates' clinical preparation does not include student teaching or an internship that simulates the range and intensity of the responsibilities of the position for which they will be certified.		Candidates' clinical preparation includes student teaching or an internship that simulates the range and intensity of responsibilities of the position for which they will be certified.
Coherence across clinical and non-clinical preparation	Candidates' clinical preparation does not generally build from and link to theory and research from prior preparation and emphasize RIPTS within the RIPTS clusters (teachers) or RISEL (administrators).	Candidates' clinical preparation generally builds from and links to theory and research from prior preparation and emphasizes most of the range of the RIPTS within the RIPTS clusters (teachers) or RISEL (administrators).	Candidates' clinical preparation builds from and continues to link to theory and research from prior preparation in a way that shows a coherent approach to candidate preparation and emphasizes the full range of the RIPTS within the RIPTS clusters (teachers) or RISEL (administrators).
Clinical preparation is of sufficient duration	Candidates' clinical preparation does not meet the number of weeks of student teaching/hours of field experience prior to student teaching (teachers) or hours of internship (administrator and support professionals) required by Rhode Island Regulations Governing the Certification of Educators.		Candidates' clinical preparation meets the number of weeks of student teaching/hours of field experience prior to student teaching (teachers) or hours of internship (administrator and support professionals) required by Rhode Island Regulations Governing the Certification of Educators.

2.2 Impact on Student Learning: *Approved programs and their clinical partners structure coherent clinical experiences that enable candidates to increasingly demonstrate positive impact on PK-12 students' learning.*

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Emphasis on PK-12 students' learning throughout clinical experiences	Programs do not demonstrate that their candidates have a positive impact on PK-12 students' learning during their clinical experiences. Clinical preparation does not include clearly identified appropriate measures of candidate impact on student learning in clinical experiences. Few or no candidate impact measures were mutually developed in partnership with districts.	Programs demonstrate that their candidates have a positive impact on PK-12 students' learning during their clinical experiences. Clinical preparation includes clearly identified appropriate measures of candidate impact on student learning in some clinical experiences, but do not include impact measures throughout early to later clinical experiences. Some candidate impact measures were mutually developed in partnership with districts.	Programs demonstrate that their candidates have a positive impact on PK-12 students' learning that increases during their clinical experiences. Clinical preparation includes clearly identified appropriate measures of candidate impact on student learning from early clinical experiences to later clinical experiences. Most candidate impact measures were mutually developed in partnership with districts.
All understand expectations and collect and analyze data	Programs, clinical partners, and candidates do not generally understand expectations for demonstrating positive impact on PK-12 students' learning during clinical experiences or collect and analyze little or no data on candidate impact on student learning during the program.	Programs, clinical partners, and candidates generally understand expectations for demonstrating positive impact on PK-12 students' learning during clinical experiences and collect and analyze some data on candidate impact on student learning during preparation.	Programs, clinical partners, and candidates clearly understand expectations for demonstrating positive impact on PK-12 students' learning during clinical experiences and collect and analyze data on candidate impact on student learning throughout preparation.
Candidates grow in their ability to impact student learning	Programs, clinical partners, and candidates make little or no use of the data to inform and improve impact on	Data collected from early clinical measures of impact on student learning are used in a make limited use of the data to inform and improve candidates'	Data collected from early clinical measures of impact on student learning are used to inform and improve

student learning throughout the program.	ability to impact on student learning throughout the program.	candidates' ability to impact on student learning in later clinical experiences.

2.3 Clinical Partnerships for Preparation: *Approved programs form mutually beneficial PK-12 and community partnership arrangements for clinical preparation. Expectations for candidate entry, growth, improvement, and exit are shared between programs and PK-12 partners and link theory and practice. Approved programs and partners utilize multiple indicators to evaluate the effectiveness of the partnerships and ensure that data drives improvement.*

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
The partnership benefits the program and the clinical partner	Clinical Partners are not involved in designing and refining clinical partnerships and practice, establishing agreed-upon indicators of partnership effectiveness, and making partnership decisions that are mutually beneficial and respectful of the needs of PK-12 students and program candidates. Programs and Clinical Partners do not track and analyze data from some of the agreed-upon indicators of partnership effectiveness or use the data annually to inform ongoing improvement of the partnership.	Clinical Partners are involved in designing and refining clinical partnerships and practice, establishing agreed-upon indicators of partnership effectiveness, and making partnership decisions that are mutually beneficial and respectful of the needs of PK-12 students and program candidates. Programs and Clinical Partners track and analyze data from some of the agreed-upon indicators of partnership effectiveness and use the data to inform ongoing improvement of the partnership.	Programs and Clinical Partners share responsibility for designing and refining clinical partnerships and practice, establishing agreed-upon indicators of partnership effectiveness, and making partnership decisions that are mutually beneficial and respectful of the needs of PK-12 students and program candidates. Programs and Clinical Partners track and analyze data from agreed-upon indicators of partnership effectiveness and use the data at least annually to make improvements to the partnership.
Program educators and PK-12 clinical educators work together to evaluate candidate progress	Programs and Clinical Partners do not: share common expectations for candidate performance; use some common assessment tools and measures to evaluate and provide feedback on candidate performance; or include input from PK-12 clinical educators into decisions about	Programs and Clinical Partners share some common expectations for candidate performance, use some common assessment tools and measures to evaluate and provide feedback on candidate performance, and PK-12 clinical educators have input	Programs and Clinical Partners share common expectations for candidate performance, use common assessment tools and measures to evaluate and provide feedback on candidate performance, and include PK-12 clinical educators input when they collaboratively make decisions about

candidate progression within the program.	into decisions about candidate progression within the program.	candidate progression within the program.

2.4 Clinical Educators: *Approved programs share responsibility with partners to select, prepare, evaluate, support, and retain high-quality clinical educators, both program and school-based, who demonstrate school or classroom effectiveness, including a positive impact on PK-12 students' learning, and have the coaching and supervision skills to effectively support the development of candidate knowledge and skills.*

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Criteria for clinical educators	Programs and Clinical Partners do not identify clear quality criteria for both PK-12 and program-based clinical educators that include at a minimum: demonstration of effectiveness in skills or best practice in the certification area; evidence of positive impact on student learning; ability to work with adult learners; coaching and supervision skills and ability to evaluate and provide feedback to candidates using program and partner assessments.	Programs and Clinical Partners identify clear quality criteria for both PK-12 and program-based clinical educators that include at a minimum: demonstration of effectiveness in skills or best practice in the certification area; evidence of positive impact on student learning; ability to work with adult learners; coaching and supervision skills and ability to evaluate and provide feedback to candidates using program and partner assessments.	Programs and Clinical Partners identify clear quality criteria for both PK-12 and program-based clinical educators that include at a minimum: demonstration of earning Highly Effective; ability to work with adult learners; coaching and supervision skills and ability to evaluate and provide feedback to candidates using program and partner assessments.
Recruitment and preparation of clinical educators	Programs and Clinical Partners do not collaboratively recruit primarily educators who demonstrate effectiveness as teachers, administrators, or support professionals to serve as clinical educators; do not generally prepare them to work with adult learners, in coaching and supervision skills, and in the use of common assessment tools and	Programs and Clinical Partners collaboratively recruit primarily educators who demonstrate effectiveness as teachers, administrators, or support professionals to serve as clinical educators and generally prepare them to work with adult learners, in coaching and supervision skills, and in the use of common assessment tools and	Programs and Clinical Partners collaboratively recruit educators who demonstrate effectiveness as teachers, administrators, or support professionals to serve as clinical educators and prepare them to work effectively with adult learners, in coaching and supervision skills, and in the accurate and reliable use of common assessment tools and measures. Programs and

	measures. Programs and clinical partners do not select primarily educators who meet these criteria to serve as PK-12 and program-based clinical educators.	measures. Programs and clinical partners select primarily educators who meet these criteria to serve as PK-12 and program-based clinical educators.	clinical partners select only educators who meet these criteria to serve as PK-12 and program-based clinical educators.
Ongoing evaluation and retention of clinical educators	Programs and Clinical Partners do not systematically collect and analyze data on the effectiveness of PK-12 and program-based clinical educators and do not make appropriate retention decisions based on the evaluation data.	Programs and Clinical Partners generally collect and analyze data on the effectiveness of PK-12 and program-based clinical educators and make appropriate retention decisions based on the evaluation data.	Programs and Clinical Partners systematically collect and analyze data on the effectiveness of PK-12 and program-based clinical educators and make appropriate retention decisions based on the evaluation data.

Standard Three: Approved programs demonstrate responsibility for the quality of candidates by ensuring that development of candidate quality is the goal of educator preparation in all phases of the program- from recruitment, at admission, through the progression of courses and clinical experiences- and in decisions that program completers are prepared to be effective educators and are recommended for certification.

3.1 Diversity of Candidates: *Approved programs recruit, admit, and support high-quality candidates who reflect the diversity of Rhode Island's PK-12 students* (Provider Level Component)

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Candidate diversity and effort to support diversity	The composition of the candidates in the programs and, in the case of programs provided by higher education institutions, the overall student body only marginally reflects the diversity of Rhode Island's PK-12 schools. The provider and the programs demonstrate little or no effort to admit and support a diverse group of candidates.	The composition of the candidates in the programs and, in the case of programs provided by higher education institutions, the overall student body reflects some of the diversity of Rhode Island's PK-12 schools. The provider and the programs demonstrate effort to admit and support a diverse group of candidates.	The composition of the candidates in the programs and, in the case of programs provided by higher education institutions, the overall student body reflects the diversity of Rhode Island's PK-12 schools. The provider and the programs demonstrate significant effort to admit and support a diverse group of candidates.
Build on diversity of candidates	Programs do not capitalize on the diversity of candidates within the program by integrating the different backgrounds and experiences that a diverse group of candidates brings to the program.	Programs capitalize somewhat on the diversity of candidates within the program by integrating the different backgrounds and experiences that a diverse group of candidates brings to the program.	Programs capitalize on the diversity of candidates within the program by integrating the different backgrounds and experiences that a diverse group of candidates brings to the program.

3.2 Response to Employment Needs: *Programs demonstrate efforts to know and be responsive to community, state, regional, and/or national educator employment needs, including needs in hard-to-staff schools and shortage fields.* (Provider Level Component)

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Inform candidates about employment prospects	Programs seek and provide prospective and current candidates with little or no data about the employment prospects within Rhode Island and in other geographic areas for each area of certification. Little or no data about the status of the recent years of program completers is provided.	Programs seek and provide prospective and current candidates with general data about the employment prospects within Rhode Island and in other geographic areas for each area of certification. The data includes the status of recent years of program completers.	Programs seek and provide prospective and current candidates with current data about the employment prospects within Rhode Island and in other geographic areas for each area of certification. The data includes the status of recent years of program completers.
Programs respond to employment needs	Programs and their clinical partners do not identify changes to preparation that would make program completers more competitive for employment in the districts.	Programs and their clinical partners identify changes to preparation that would make program completers more competitive for employment in the districts.	Programs and their clinical partners identify changes to preparation that would make program completers more competitive for employment in the districts and the programs make modifications to preparation that reflect these recommendations.

3.3 Admission Standards for Academic Achievement and Ability: *Approved programs set admissions requirements that meet or exceed Rhode Island Department of Education expectations as set forth in documented guidance and gather data to monitor applicants and admitted candidates.* (Provider Level Component)

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
RIDE requirements	Program and provider admission requirements do not meet Rhode Island Department of Education expectations.		Program and provider admission requirements meet or exceed Rhode Island Department of Education expectations.
Conditional Acceptance	Candidates who do not meet minimum admissions standards receive conditional acceptance without meeting clear, rigorous, evidence-based alternative criteria.	Candidates who do not meet minimum admissions standards receive conditional acceptance on clear, rigorous, evidence-based alternative criteria. Programs do not track subsequent performance of these candidates to evaluate the effectiveness of the conditional acceptance policies.	Candidates who do not meet minimum admissions standards receive conditional acceptance based on clear, rigorous, evidence-based alternative criteria. Programs track subsequent program performance of these candidates to evaluate the effectiveness of the conditional acceptance policies.

3.4 Assessment throughout Preparation: *Approved programs establish criteria for candidate monitoring and progression throughout the program and use performance-based assessments to determine readiness prior to advancing to student teaching/internship (or educator of record status). Approved programs assess candidate ability to impact student learning during their student teaching/internship (or educator of record experience). Approved programs use assessment results throughout preparation to support candidate growth and to determine candidates' professional proficiency and ability to impact student learning, or to counsel ineffective candidates out of the program prior to completion.*

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Valid assessment of candidate performance determines readiness for student teaching/internship	Candidates do not demonstrate competency on performance-based instruments in the instructional and environment clusters of RIPTS (teachers), RISEL (administrators) and professional association standards (support professionals) at a performance level that meets expectations established by programs and their clinical partners as required *to advance to student teaching/internship*. Candidate performance assessments are not based on rigorous criteria that are clearly communicated to candidates and stakeholders, understood by candidates and stakeholders, and consistently applied across candidates. Candidate assessment does not begin early in the program and does not include written and oral formative feedback (aligned with RIPTS clusters and content standards for teachers and field of study standards for administrators and support professionals) to candidates as they develop proficiency in the area of certification. Expectations do not build over time.		Candidates demonstrate competency on performance-based instruments in the instructional and environment clusters of RIPTS (teachers), RISEL (administrators) and professional association standards (support professionals) at a performance level that meets expectations established by programs and their clinical partners as required *to advance to student teaching/internship*. Candidate performance assessments are based on rigorous criteria that are clearly communicated to candidates and stakeholders, understood by candidates and stakeholders, and consistently applied across candidates. Candidate assessment begins early in the program and includes written and oral formative feedback (aligned with RIPTS clusters and content standards for teachers and field of study standards for administrators and support professionals) to candidates. Expectations build over time.

	Candidates do not demonstrate proficiency in their content area on performance-based *instruments to advance to student teaching.* (teachers)		Candidates demonstrate proficiency in their content area on performance-based instruments *to advance to student teaching.* (teachers)
Emphasis on Impact on Student Learning in student teaching/internship	Candidates do not demonstrate basic skill in: • implementing standards-based instruction to assess student progress towards proficiency in Rhode Island student standards *as part of student teaching/internship*. • implementing assessments and using data from assessments and other sources to monitor student progress and adjust instruction *as part of student teaching/internship*. • identifying appropriate measures to document impact on student learning and using data from these measures to demonstrate their individual impact on student learning *as part of student teaching/internship*.	Candidates demonstrate basic skill in: • implementing standards-based instruction to assess student progress towards proficiency in Rhode Island student standards *as part of student teaching/internship*. • implementing assessments and using data from assessments and other sources to monitor student progress and adjust instruction *as part of student teaching/internship*. • identifying appropriate measures to document impact on student learning and using data from these measures to demonstrate their individual impact on student learning *as part of student teaching/internship*.	Candidates demonstrate proficiency in: • implementing standards-based instruction to assess student progress towards proficiency in Rhode Island student standards *as part of student teaching/internship*. • implementing assessments and using data from assessments and other sources to monitor student progress and adjust instruction *as part of student teaching/internship*. • identifying appropriate measures to document impact on student learning and using data from these measures to demonstrate their individual impact on student learning *as part of student teaching/internship*.
Candidate performance drives preparation and progress	Programs do not demonstrate a systemic approach to monitoring and supporting candidate development throughout preparation. The system uses candidate assessment results to target areas where candidates need targeted support to continue to progress towards proficiency. Programs do not use the system to document candidates who meet the criteria for progression within the program		Programs demonstrate a systemic approach to monitoring and supporting candidate development throughout preparation. The system uses candidate assessment results to target areas where candidates need targeted support to continue to progress towards proficiency. Programs use the system to document candidates who meet the criteria for progression within the

and to identify and counsel those candidates who will not be recommended for continuation in the program.		program and to identify and counsel those candidates who will not be recommended for continuation in the program.

3.5 Recommendation for Certification: *Approved programs establish criteria for recommendation for certification and use valid and reliable performance-based assessments in alignment with RI's educator evaluation standards to document that candidates demonstrate proficiency in the critical concepts, principles, and practices in their area of certification as identified in appropriate professional standards, codes of professional responsibility and relevant laws and policies.*

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Certification is based on candidate's demonstrated performance of readiness for day one	Programs do not establish clear criteria for recommendation for certification that address most of the range of pedagogical competencies, content competencies, and field competencies identified in certification regulations for the area of certification and that reflect the rigor required to designate the educator as mostly ready on day one to assume positions in the area of certification.	Programs establish clear criteria for recommendation for certification that address most of the range of pedagogical competencies, content competencies, and field competencies identified in certification regulations for the area of certification and that reflect the rigor required to designate the educator as generally ready on day one to assume positions in the area of certification.	Programs establish clear criteria for recommendation for certification that address the full range of pedagogical competencies, content competencies, and field competencies identified in certification regulations for the area of certification and that reflect the rigor required to designate the educator as ready on day one to assume positions in the area of certification in alignment with approved RI evaluation models.
	Candidates recommended for certification do not demonstrate proficiency in most of the standards of the instructional, environment, and professionalism clusters of the RIPTS (teachers) or most of the standards of the RISEL(administrators) and the RI Code of Professional Responsibility.	Candidates recommended for certification demonstrate proficiency in most of the standards of the instructional, environment, and professionalism clusters of the RIPTS (teachers) or most standards of the RISEL(administrators) and the RI Code of Professional Responsibility.	Candidates recommended for certification demonstrate proficiency in all of the standards of the instructional, environment, and professionalism clusters of the RIPTS (teachers) or all standards of the RISEL(administrators) and the RI Code of Professional Responsibility.
	Candidates recommended for certification do not demonstrate proficiency in most of the critical concepts, principles, and practices identified as the content competencies or field of study competencies for the certification area.	Candidates recommended for certification demonstrate proficiency in most of the critical concepts, principles, and practices identified as the content competencies or field of study competencies for the certification area.	Candidates recommended for certification demonstrate proficiency in all of the critical concepts, principles, and practices identified as the content competencies or field of study competencies for the certification area.

Transparency of assessment	Programs do not clearly communicate assessment purposes, processes, and outcomes to assure that all aspects of assessments used for certification recommendations are transparent to candidates.		Programs clearly communicate assessment purposes, processes, and outcomes to assure that all aspects of assessments used for certification recommendations are transparent to candidates.
Consistency of evaluation	Programs do not provide some training to faculty and clinical educators responsible for evaluating candidate performance and do not regularly monitor their ongoing evaluation to examine how effectively the implementation of performance-based assessments yields fair, accurate, and consistent evaluation of candidate performance.	Programs provide some training to faculty and clinical educators responsible for evaluating candidate performance and periodically monitor their ongoing evaluation to examine how effectively the implementation of performance-based assessments yields fair, accurate, and consistent evaluation of candidate performance.	Programs provide training to faculty and clinical educators responsible for evaluating candidate performance and regularly monitor their ongoing evaluation to assure that the implementation of performance-based assessments yields fair, accurate, and consistent evaluation of candidate performance.

3.6 Additional Selectivity Criteria: *Approved programs define, monitor, and assess, at entry and throughout the program, evidence of candidates' professional dispositions, and other research-based traits, such as leadership abilities, resilience, and perseverance, that are critical to educator effectiveness.* (Provider Level Component)		
	Does Not Meet Expectations	**Approaching Expectations**	**Meets Expectations**
Establish criteria	The programs do not identify several professional dispositions and other research-based traits critical to educator effectiveness that will be expected of all candidates.	The programs identify several professional dispositions and other research-based traits critical to educator effectiveness that will be expected of all candidates.	Programs use research on educator effectiveness and feedback from clinical partners and employers of program graduates to identify a set of professional dispositions and other research-based traits critical to educator effectiveness that will be expected of all candidates.
Monitor and assess performance on criteria	Candidates do not demonstrate acceptable performance levels on assessments for these dispositions, and research-based traits at some point during the programs. Programs incorporate little or no support for developing these dispositions and traits	Candidates demonstrate almost acceptable performance levels on assessments for these dispositions, and research-based traits at some point during the programs. Programs incorporate some support for developing these dispositions and traits	Candidates demonstrate acceptable performance levels on assessments for these dispositions and research-based traits at admission, at entry to student teaching/internship and at recommendation for certification. Programs incorporate instruction and support for developing these

and provide little or no feedback and support to assist candidates in strengthening their effectiveness in these areas.	and provide some feedback and support to assist candidates in strengthening their effectiveness in these areas.	dispositions and traits and provide feedback and support to assist candidates in strengthening their effectiveness in these areas.	

Standard 4: Approved programs produce educators who are effective in PK-12 schools and classrooms, including demonstrating professional practice and responsibilities and improving PK-12 student learning and development.			
4.1 Evaluation Outcomes: *Approved programs produce effective educators, as evidenced through performance on approved LEA evaluations. Educators demonstrate a positive impact on student learning on all applicable measures and demonstrate strong ratings on measures of professional practice and responsibilities.*			
	Does Not Meet Expectations	**Approaching Expectations**	**Meets Expectations**
Employer surveys	The program does not survey employers of recent program completers using a mechanism that is valid and reliable. The programs' survey is not constructed to yield actionable information about candidate impact on student learning or readiness for role and the skills or knowledge to work as professionals in school communities.	Programs survey employers of recent program completers using a mechanism to collect data that is reliable and valid. The program's survey is constructed to yield actionable information about candidate impact on student learning or readiness for role and the skills and knowledge to work as professionals in school communities.	The program annually surveys employers of recent program completers using a mechanism to collect data that is reliable and valid. The program's survey is constructed to yield actionable information about candidate impact on student learning, readiness for role and the skills and knowledge to work as professionals in school communities.
Program Completer Performance Data (Beginning 2016-2017)	The aggregate performance of the program's recent completers working in Rhode Island schools is below the aggregate performance distribution for all recent completers working in Rhode Island schools on any two or more of the following: overall effectiveness rating; professional practice; student learning; and professional responsibility scores. OR	The aggregate performance of the program's recent completers working in Rhode Island schools is below the aggregate performance distribution for all recent completers working in Rhode Island schools on any one of the following: overall effectiveness rating, professional practice, student learning and professional responsibility scores.	The aggregate performance of the program's recent completers working in Rhode Island schools is comparable to the aggregate performance distribution for all recent completers in Rhode Island Schools on the: overall effectiveness rating, professional practice, student learning and professional responsibility scores.

	There is a pattern of recent program completers receiving ineffective ratings.	

4.2 Employment Outcomes: *Approved programs demonstrate that educators are prepared to work effectively in PK-12 schools, as evidenced by measures that include employment milestones such as placement, retention, and promotion and data from recent program completers that report perceptions of their preparation to become effective educators and successfully manage the responsibilities they confront on the job.*

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Program completer surveys	The program does NOT survey recent program completers or does not use a mechanism to collect data that is reliable and valid or is not constructed to yield some information that is actionable for program improvement. The survey does not include information regarding completers' employment outcomes and questions whether their preparation enabled them to become effective educators and successfully manage the responsibilities they confront on the job. The program does not track post completion employment and satisfaction of some candidates who pursue employment in RI and in states other than Rhode Island.	The program surveys recent program completers using a mechanism to collect data that is reliable and valid and that is constructed in such a way to yield some information that is actionable for program improvement. The survey includes information regarding completers' employment outcomes or questions about their perceptions of whether their preparation enabled them to become effective educators and successfully manage the responsibilities they confront on the job. The program makes some effort to track post completion employment and satisfaction of some candidates who pursue employment in RI and in states other than Rhode Island.	The program annually surveys recent program completers using a mechanism to collect data that is reliable and valid and is constructed in such a way to yield significant information that is actionable for program improvement. The survey includes information regarding completers' employment outcomes and questions about their perceptions of whether their preparation enabled them to become effective educators and successfully manage the responsibilities they confront on the job. The program has in place strategies and systems that enable them to track post completion employment and satisfaction for the majority of its candidates who pursue employment in RI and in states other than Rhode Island.

Placement Data (Beginning 2016-2017)	The aggregate placement of the program's recent completers is below XX% for all completers.	The aggregate placement of the program's recent completers is at least XX% for all completers.	The aggregate placement of the program's recent completers is XX% or greater for all completers.

STANDARD 5: PROGRAM QUALITY AND IMPROVEMENT Approved programs collect and analyze data on multiple measures of program and program completer performance and use this data for continuous improvement. Approved programs and their institutions assure that programs are adequately resourced, including personnel and physical resources, to meet these program standards and to address needs identified to maintain program quality and continuous improvement.		

5.1 Collection of Data to Evaluate Program Quality: *Approved programs regularly and systematically collect data, including candidate and completer performance and completer impact on PK-12 students' learning, from multiple sources to monitor program quality. Approved programs rely on relevant, representative, and cumulative measures that have been demonstrated to provide valid and consistent interpretation of data.* (Provider Level Component)

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Curriculum and Assessment	Providers and programs do not establish structures and processes to collect data on program quality, including data on coursework, the performance assessment system components and quality of feedback to candidates.	Providers and programs establish some structures and processes to collect data on program quality, including data on coursework, the performance assessment system components and quality of feedback to candidates.	Providers and programs establish structures and processes to systematically collect data on program quality on an annual basis, including data on coursework, the performance assessment system components and quality of feedback to candidates.
Candidate and Completer Performance	Providers and programs do not collect data on candidate and completer performance, including educator preparation index data on completer impact on PK-12 students' learning, to evaluate program effectiveness in preparing effective educators.	Providers and programs collect some data on candidate and completer performance, including educator preparation index data on completer impact on PK-12 students' learning, to evaluate program effectiveness in preparing educators.	Providers and programs collect comprehensive data on candidate and completer performance, including educator preparation index data on completer impact on PK-12 students' learning, to evaluate program effectiveness in preparing educators.

5.2 Analysis and Use of Data for Continuous Improvement: *Approved programs regularly and systematically analyze data on program performance and candidate outcomes; track results over time; and test the effects of program practices and candidate assessment criteria on subsequent progress, completion,*

and outcomes. *Approved Programs use the findings to modify program elements and processes and inform decisions related to programs, resource allocation and future direction.* (Provider Level Component)

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Systematic program evaluation	Programs do not establish and implement systems, structures, and processes to systematically analyze data on program performance, performance data and candidate outcomes on an annual basis.		Programs establish and implement systems, structures, and processes to systematically analyze data on program performance, perception data and candidate outcomes on an annual basis.
Evaluation-driven program improvement	Programs do not use the data analysis to make recommendations for program changes, resource allocation, and future improvements. Most historical changes in the program cannot be explained in terms of data that drove/informed the changes.	Programs use the data analysis to make recommendations for program changes, resource allocation, and future improvements. Most historical changes in the program can be explained in terms of data that drove/informed the changes.	Programs use the data analysis to make recommendations for program changes, resource allocation, and future improvements. Historical changes in the program can be explained in terms of data that drove/informed the changes.
Evaluation of implementation of program modifications	Programs do not collect and analyze data to evaluate the relationship between specific program practices (e.g., staffing, course design, clinical sites) and candidate performance. Programs do not minimally continue to monitor and evaluate the impact of program changes.	Programs collect and analyze data to evaluate the relationship between specific program practices (e.g., staffing, course design, clinical sites) and candidate performance. Programs minimally continue to monitor and evaluate the impact of program changes.	Programs collect and analyze data to evaluate the relationship between specific program practices (e.g., staffing, course design, clinical sites) and candidate performance and completer impact. Programs continue to monitor and evaluate the impact of program changes.

5.3 Reporting and Sharing of Data: *Approved programs publicly report and widely share information and analysis on candidates successfully meeting program milestones, those candidates who do not meet milestones, and candidates recommended for certification. Approved programs publicly report and widely share measures of completer impact, including employment status, available outcome data on PK-12 student growth, and, to the extent available, data that benchmarks the program's performance against that of similar programs.* (Provider Level Component)

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
EPP Reporting	Programs do not meet all RIDE EPP reporting requirements.	Programs meet all RIDE EPP reporting requirements.	Programs meet all RIDE EPP reporting requirements.

	Programs do not annually publish their Educator Preparation Index in a prominent place on their website and do not establish processes to distribute the Index to stakeholders and engage them in discussions about how the data should be used to inform program changes.	Programs annually publish their Educator Preparation Index in a prominent place on their website and establish processes to distribute the Index to stakeholders and engage them in discussions about how the data should be used to inform program changes.	Programs annually publish their Educator Preparation Index in a prominent place on their website and establish processes to systematically distribute the Index to key stakeholders and engage them in discussions about how the data should be used to inform program changes.
Provider Data Reporting	Programs supplement their Educator Preparation Index with little or no additional data collected by the program.	Programs supplement their Educator Preparation Index with some additional data collected by the program.	Programs supplement their Educator Preparation Index with additional data collected by the program and publically report this data.

5.4 Stakeholder Engagement: *Approved programs involve appropriate stakeholders, including alumni, employers, practitioners, and school and community partners, in program evaluation, improvement, and identification of models of excellence.* (Provider Level Component)

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Engage stakeholders in program improvement and seek other models of effective preparation	Programs rarely or do not engage a group of appropriate stakeholders in reviewing program performance and rarely or do not collect and use stakeholder feedback to inform program improvement.	Programs occasionally engage a group of appropriate stakeholders in reviewing program performance and collect and use stakeholder feedback to inform program improvement.	Programs regularly engage a representative group of appropriate stakeholders in reviewing program performance and collect and use stakeholder feedback to inform program improvement.

5.5 Diversity and Quality of Faculty: *Approved programs ensure that candidates are prepared by a diverse faculty composed of educators who demonstrate current, exceptional expertise in their respective fields, and model the qualities of effective instruction and leadership. Approved programs maintain plans, activities, and data on results in the selection of diverse program-based and district-based faculty.* (Provider Level Component)

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Qualified faculty	Programs do not assure that most faculty members have appropriate qualifications, are knowledgeable in their field of instruction, maintain currency with respect to research and trends in their practice, and effectively model the Professional Teaching Standards in their practice.	Programs assure that most faculty members have appropriate qualifications, are knowledgeable in their field of instruction, maintain currency with respect to research and trends in their practice, and effectively model the Professional Teaching Standards in their practice.	Programs assure that faculty members have appropriate qualifications, are knowledgeable in their field of instruction, maintain currency with respect to research and trends in their practice, and effectively model the Professional Teaching Standards in their practice.

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Ongoing evaluation of instruction	Programs do not effectively evaluate the teaching of most program faculty members and do not use the results of the evaluations to assure that quality instruction is maintained throughout the program.	Programs effectively evaluate the teaching of most program faculty members and generally use the results of the evaluations to assure that quality instruction is maintained throughout the program.	Programs effectively evaluate the teaching of all program faculty members and use the results of the evaluations to assure that high quality instruction is maintained throughout the program.
Faculty diversity and effort to support diversity	The composition of the faculty in the programs and, in the case of programs provided by higher education institutions, the overall faculty only marginally reflects the diversity of Rhode Island. The provider and the programs demonstrate little or no effort to achieve a diverse faculty.	The composition of the faculty in the programs and, in the case of programs provided by higher education institutions, the overall faculty reflects some of the diversity of Rhode Island. The provider and the programs demonstrate effort to achieve a diverse faculty.	The composition of the faculty in the programs and, in the case of programs provided by higher education institutions, the overall faculty reflects the diversity of Rhode Island. The provider and the programs demonstrate significant effort to achieve a diverse faculty.
Build on diversity of faculty	Programs do not capitalize on the diversity of their faculty and in their clinical partners by valuing the different backgrounds and experiences that a diverse faculty brings to the program	Programs capitalize somewhat on the diversity of their faculty and in their clinical partners by valuing the different backgrounds and experiences that a diverse faculty brings to the program.	Programs capitalize on the diversity of their faculty and in their clinical partners by valuing the different backgrounds and experiences that a diverse faculty brings to the program.

5.6 Other Resources: *Approved programs and their institutions provide adequate resources to assure that programs meet the expectations for quality programs that are identified in these standards.* (Provider Level Component)			
	Does Not Meet Expectations	**Approaching Expectations**	**Meets Expectations**
Adequate resources	Providers do not allocate sufficient resources to deliver effective educator preparation consistent with most of the expectations of the Rhode Island Standards for Educator Preparation.	Providers allocate sufficient resources to deliver effective educator preparation consistent with most of the expectations of the Rhode Island Standards for Educator Preparation.	Providers allocate sufficient resources to deliver effective educator preparation consistent with the expectations of the Rhode Island Standards for Educator Preparation.