



School of Education



2005-2009 Strategic Plan

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Executive Summary

This Strategic Plan clarifies the vision of the faculty, and the mission and goals of the School of Education (SOE) with respect to its integration with the mission of the University. The Plan then explains the complex administrative organization of SOE and provides descriptive data in order to place the School's goals and objectives in an understandable context. Finally, it delineates a short and longer range focus and direction for SOE by identifying specific goals, objectives, and strategies to support the mission and actualize the vision of the School, the University, and the community at large. These goals address recommendations of the faculty, accrediting review boards, and the professional educational community and are designed to eliminate barriers to achieving our mission and to maximize opportunities to excel.

The School of Education seeks to integrate the strengths of the university with those of our partners in communities, the private sector, public agencies, and the policy community to promote, together, the highest levels of learning and achievement for all students and the positive development and well-being of children, youth, adult learners, and families. Our approach is shaped by our fundamental commitment to diversity and social justice. We seek to ensure that through teaching, research, policy analysis, and service, all children, individuals, and families are fully prepared and empowered to participate in a diverse democratic society.

Accordingly, programs within the School of Education prepare candidates to become exemplary practitioners and scholars. We educate them to access, generate, use, and disseminate knowledge about teaching, learning, and human development through programs structured as elements of a life-long process of candidates' intellectual growth and professional development. We ready them to work collaboratively with others to solve critical education and human problems in our increasingly global and diverse community.

This Strategic Plan represents what the faculty and staff of the SOE have been, and currently are accomplishing relative to our mission. With the additional resources outlined herein, the SOE will be positioned to meet the requisites of our two accrediting agencies while attracting additional undergraduate and graduate students. This translates into generating additional revenues for the University.

About the School of Education

The School of Education is the unit responsible for the operation of all pre-kindergarten through 12th grade teacher preparation programs at the University of Rhode Island (URI). (Appendix A presents the SOE Organizational Chart.) The Director of the School of Education serves as the chairperson of the SOE faculty and the School. The Director is appointed by the President and reports directly to the Dean of the College of Human Sciences and Services (CHSS), and its operational management is administratively housed within CHSS. Teacher preparation programs reporting to the SOE fall into three categories: (1) programs housed within SOE itself, (2) teacher certification programs housed within other academic departments in CHSS, and (3) teacher certification programs housed within academic departments in the College of Arts and Sciences (CAS). An Advisory Committee helps to coordinate these various programs.

The SOE also administers an Office of Teacher Education (OTE) which works on behalf of the SOE and its faculty to coordinate field placements, manage and maintain student records for licensure and certification, assist in the management and development of formal Partnerships with multiple local school districts, and track student progress through teacher education programs. (See OTE below.) Two (2) research and outreach centers are currently affiliated with the SOE – the National Center for Public Education and Social Policy (NCPE), and the Center for Human Services (CHS).

The SOE currently has eighteen (18) full time tenure track faculty members whose primary appointments are within the School. Full time faculty contribute to the governance of the unit; teach, assess, mentor, and advise students; contribute to the professional body of knowledge through publications and presentations; pursue, develop, and maintain partnerships with academic institutions and communities; and serve the university and external communities in accord with the mission of the University. The SOE also employs full time Lecturers (3), Per Course Instructors (31), and several graduate assistants to deliver educational services and teaching to constituents. In addition to these faculty members, some faculty in other CHSS Departments and in CAS departments have been designated as Affiliated Faculty on the basis of their involvement in the delivery of teacher certification programs. The SOE also has two full-time secretaries.

Programs Within SOE

Within SOE, there are five (5) degree programs providing certifications and endorsements: Baccalaureate degrees in Early Childhood Education, Elementary Education, and Secondary Education; a Master of Arts in Education; and a PhD in Education. The Secondary Education program is made up of the following areas of certification: English, Mathematics, History, Social Studies, Science (General Science, Biology, Chemistry, and Physics) and Foreign Language (French, German, Italian, Latin, Russian, and Spanish). These fourteen (14) programs are administered through four (4) Teams: the Early Childhood Team, the Elementary Team, the Secondary Team, and the Graduate Team. The SOE also offers two endorsements: English as a Second Language and a Middle Level (ML) Endorsement to our Elementary & Secondary Education students. Faculty who work with the ML students have formed a Middle Level Team that meets both independently and in concert with the Elementary and Secondary Teams.

Each of the Teams is comprised of SOE faculty who select the Team(s) to which they will belong based upon their professional expertise, their assigned teaching area, their faculty appointment, or their personal interest. The Early Childhood Education Team is comprised of both SOE faculty and affiliated faculty from Human Development and Family Studies (HDF), and the secondary team is comprised of both SOE faculty and affiliated faculty from the College of Arts and Science (CAS). The Graduate Team is comprised of faculty who teach, advise and/or administer courses/concentrations in the MA in Education, the MA with Teacher Certification (MATCP), and the PhD programs. Teams work within the School of Education to organize and maintain degree programs. This responsibility includes assisting with course scheduling; faculty assignment to courses; course development/revision; program development/revision; and student recruitment, selection and acceptance. Each Team is coordinated by a Team Leader who is elected/selected by the Team members with the approval of the Director. All Teams report directly to the Director of the SOE. Many faculty serve on and contribute to the work of more than one team, according to the needs of the School and its programs.

Teacher Certification Programs Within Other CHSS Departments

Three (3) other academic departments housed within CHSS operate programs that are linked to the SOE for the purpose of offering specific teaching certifications. Those departments are Communicative Disorders (CMD), Human Development and Family Studies (HDF), and Kinesiology (KIN). The teaching certifications delivered by these departments are Speech Pathology, delivered by Communicative Disorders; Early Childhood, delivered by SOE and Human Development and Family Studies, and K-12 Physical Education, delivered by Kinesiology. Kinesiology also delivers two endorsements that may be added to

K-12 certification: Health Education and Adapted Physical Education. The affiliated faculty in the K-12 Physical Education Program have formed the Physical Education Teacher Education Team.

Teacher Certification Programs Within the College of Arts and Sciences

The SOE has affiliated with departments within the URI College of Arts & Sciences who operate programs that are linked to the SOE for the purpose of delivering specific teaching certifications. Those certification programs are Foreign Language Education, delivered by SOE and the Department of Modern and Classical Languages and Literatures; Music Education, delivered by the Department of Music; School Library Media, delivered by the Graduate School of Library and Information Studies; and School Psychology, delivered by the Psychology Department.

District Partnerships

The development of formal Partnerships between the SOE and local school districts (i.e., Central Falls, Chariho, Cranston, East Providence, Exeter/West Greenwich, Narragansett, Newport, North Kingstown, Providence, South Kingstown, and West Warwick) has facilitated the involvement of school-based personnel in the design and delivery of initial certification programs. In turn, district partners have requested the development of customized programs of advanced study and professional development for district personnel based on identified district needs. SOE faculty performs these activities as part of their service and outreach responsibilities. In addition, Partnership Per Course Instructors (13) are employed to teach specific courses.

The Office of Teacher Education

The SOE administers an Office of Teacher Education (OTE). This office provides central coordination of field and clinical placements of teacher candidates, manages and maintains student records for licensure and certification, assists in the management and development of formal Partnerships with multiple local school districts, tracks student progress through teacher education programs, and recommends candidates for licensure upon completion of all program requirements. The Office of Teacher Education is coordinated by a Director who reports to the SOE Director, and who manages duties of the OTE staff. Currently, there is one full-time secretary assigned to the OTE, and one graduate assistant. The OTE also fosters the delivery of customized programs of professional development to the partner districts and has responsibility for enhancing data gathering and analysis as the programs move to more effectively use data for program analysis and improvement.

Affiliated Centers

There are two (2) centers affiliated with the SOE. The first, the National Center for Public Education and Social Policy (NCPE), in partnership with the Rhode Island Department of Education (RIDE) has been instrumental in the development of the statewide accountability system, SALT. NCPE provides leadership in data collection and analysis for SOE partnership schools (and schools throughout the state) and supports the use of data to generate district and school improvement plans through extensive in-service efforts. The center has been instrumental in securing external funding and resources in support of the research base of the SOE and RI public school accountability and assessment programs, and in facilitating leadership in RI school environment and policy change to respond to local, state, and federal mandates (i.e., NCLB).

The second, the Center for Human Services (CHS), is an evaluation and research center supported by external grants and contracts. It utilizes faculty members from the SOE and all departments in the CHSS. Through research, evaluation, education, training, and program development, the CHS seeks to promote activities that will provide sound information for use by practitioners and policy makers in public service areas including public schools, human service and other educational institutions.

Vision

The University of Rhode Island's School of Education envisions a world where all children and youth are prepared to meet the challenges of a diverse, ever-evolving, global society embedded in a technological era. To this end, the School and its Faculty are committed to quality research, teaching, and community service partnerships and outreach activities that enhance the knowledge base of all disciplines housed within the school, and are supportive of initiatives designed to exemplify teaching and learning across learners of all ages.

Mission

The mission of the University of Rhode Island's School of Education is to prepare future professionals to be exemplary practitioners and scholars. To achieve this mission, faculty seek to generate, use, and disseminate knowledge

about teaching, learning, and human development and strive to establish and maintain partnerships for the purpose of addressing and resolving critical educational problems that impede and impact the learning of children and youth.

Organizational Values

The values of the undergraduate professional teaching program of the SOE stem from a drive to prepare candidates to demonstrate the professional knowledge, skills and dispositions for beginning teachers that are explicated in the *INTASC Model Standards for Beginning Teacher Licensure and Support* and the *Rhode Island Beginning Teacher Standards*. These values clearly outline a program that enables candidates to:

- Understand the historical and social context of education in the United States and the impact of that context on educational opportunities and outcomes for pupils in U.S. schools.
- Prepare all pupils to be able to think critically and act to a high degree of intellectual complexity.
- Understand and apply theories of cognition and child development to create many pathways to learning.
- Understand and apply instructional models based on theories of cognition and development.
- Assess pupil learning through a variety of approaches.
- Use data from assessments of learning, including standardized assessments of achievement, to design and structure instruction to meet the identified needs of all pupils in their classrooms.
- Identify and access the diversity of experiences and perspectives that students bring to learning environments, using this knowledge to match learning opportunities to the needs of individual children.

Further, these values guide faculty in assessing students in four broad domains, identified by the Holmes Group (1986) and supported by the literature as being crucial to good teaching practice. These are:

- Effective communication and interpersonal relationships;
- An academic knowledge base consisting of a broad foundation and deep knowledge of the central concepts, principles, and tools of inquiry in a discipline;
- Pedagogical knowledge bases, including content pedagogy; and

- Ability to assure learning for diverse learners.

The values of the graduate professional programs of the SOE manifest themselves in six (6) themes that build upon the values of our Undergraduate program. These themes primarily emerged from a thorough review of the current professional literature related to effective teacher education in contemporary America, a careful analysis of the RIBTS core propositions, National Board for Professional Teaching Standards (NBPTS) and other standards applicable to URI's advanced programs and the requirements of the Specialty Program Association (SPA's). The six themes that guide our advanced programs are to:

1. Develop deeper understanding of content (depth and breadth);
2. Assume a greater leadership role in the educational community and become agents of educational change
3. Actively participate in a variety of diverse learning communities with commitment to all students
4. Develop scholarly research skills and contribute to new knowledge through scholarly research and interpretation
5. Engage in professional development.
6. Adapt and expand instructional/leadership repertoire & model reflective practice.

In summary, the SOE organizational values for both our initial and advanced programs are keenly linked to the professional standards of our profession. Consequently, they quite similar to those values identified by the majority of Schools and Colleges of Education across the country.

Accreditation

The SOE is accredited by two (2) separate bodies - the National Association of Colleges of Teacher Education (NCATE) and the Rhode Island Department of Education - Rhode Island Program Analysis (RIPA). Our last visit occurred in the spring of 2008. Upon completion of the visits NCATE fully approved all undergraduate and graduate programs for a period of 5 years with no standards on probation, and only two recommendations regarding faculty/student diversity and staff resources. RIDE fully reaccredited the School of Education for a period of four years, with a focused visit to address areas of concern in the spring of 2010.

In preparing for this latest NCATE visit, several areas improved since the focused visit in 2005. We have made progress toward meeting many areas cited by NCATE and will be seeking advice from the College of HSS and URI Central Administration on strategies to improve our programs:

- a) Preparation of candidates to work with special needs students (grant supported new hire, addition of coursework and outcome measures)
- b) Assessment of Unit operations and Unit coordination (working to improve data collection and use of data for program management – Assessing need: MIS, Institutional Research, commercial efolio, SOE database)
- c) Data analyses (moving to model for Unit collection of data across all programs and colleges – new hire of educational specialist in charge of data collection September 2006, University MIS and efolio support).
- d) Assessment advanced program outcomes (TQE grant support).
- e) Field experiences, placements and diversity (improvements being made)
- f) Faculty diversity (concern unachieved goal, and hiring of part time faculty)
- g) Lack coordinating policy-making body (Building stronger relationships with programs across campus along with reinstatement of University wide Council for Teacher Education)
- h) Lack administrative, data collection and support staff (new hire of educational specialist in charge of data collection and TrueOutcomes efolio- September 2006.)
- i) Media, curriculum resources, space (approved Fall 2006, construction of a curriculum library)

Strategic Goals

Building upon the vision of a constituency prepared to live, work, and flourish in a diverse global society, the faculty has undertaken a self-study to determine the conditions necessary for the achievement of its vision, and has identified both barriers that impede the mission of the school and opportunities for excellence. The goals listed here also respond to SOE strengths and weaknesses as identified in the recent review and evaluation of the School by state (Rhode Island Program Accrediting – RIPA) and national (National Council for the Accreditation of Teacher Education – NCATE) accrediting boards. In a

proactive response, goals have been established and an action plan outlined to enable the faculty to move forward in addressing accreditation concerns and in creating areas of excellence that support the mission of the School of Education and its support of the mission of the University.

Initiatives and Proposals

1. CURRICULUM AND PROGRAMS

Goal 1 To Provide a quality accredited teacher preparation program.

Given President Carother's Strategic initiative of increasing the number of undergraduates we serve, given the fact that the SOE programs continually are among the most popular major concentrations of entering freshmen, upper-class and graduate students in our College, and given the fact that the SOE has continually denied entry to many more applicants than those accepted, our curriculum and the ability to deliver our curriculum is in desperate need of new resources.

A continuing focus for the school of education is to expand the diversity of faculty. Both NCATE and RIPA continue to cite our teacher education programs for our efforts in diversity but also call on us to improve and "expand the [diversity of] faculty within this program through additional faculty, guest lecturers, co-teaching, or other means."

To accomplish Goal #1 the School of Education has identified four (4) key objectives in order to meet the vision of the SOE Faculty, the mission of the SOE and the goals outlined in this document. These all stem from the desire on the part of all SOE members to both make the URI SOE a showcase enterprise in academe and also to meet the needs of all our constituents (students, schools and accrediting bodies). To this end, this document outlines our proposed initiatives and a three (3) year time line for their accomplishment.

Curriculum and Programs -Year One:

Objective 1.1.1 To hire one full time tenure track faculty member in Secondary Language Arts

ACTIONS: Both of our recent National Council for the Accreditation (NCATE) and Rhode Island Program Approval (RIPA) reports indicated a weakness in our Secondary program came from the lack of a full time tenure track faculty member in Secondary Language Arts. This position has been vacant since the retirement of Dr. Richard Nelson in 1998. Since that time the

duties have been performed by per course instructors or a full time lecturer. We lost a lecturer with the potential to move to an assistant professor position when that position was not filled. To be in compliance with the National Council of Teachers of English (NCTE) our Specialty Associations SPA for NCATE we need to fill this position. This position is currently identified by Dean McKinney as a priority hire for 2005.

RESOURCES: One (1) full time tenure track faculty member in Secondary Language Arts Education.

OBJECTIVE PROGRESS: Search Spring 2005. Hire July 2005
OBJECTIVE MET

Objective 1.1.2 To hire one full time tenure track faculty member in Secondary Science

ACTIONS: Similar to the need discussed above in Secondary Language Arts, the area of Secondary Science was also identified as in need of a full time tenure track faculty position. This position has been vacant since the retirement of Dr. Theodore Kellogg in 2002. Since that time the duties have been performed by per course instructors. A replacement for Dr. Kellogg was in place but left URI in August of last year after a stay of only one year. Dr. William Croasdale filled in for the AY 2005, and has since retired from URI. Currently the duties are being performed by a full time lecturer. Secondary Science continues to be one of our most popular majors and until this position is filled, we will be severely challenged to meet the needs of our students, and our school district partners. The science program has yet to pass the requirements of the National Science Teachers Association (NSTA) our SPA portfolio review group for NCATE

RESOURCES: One (1) full time tenure track faculty member in Secondary Science Education.

OBJECTIVE PROGRESS: Permission to hire secondary science person. Search commenced fall 2006. Review of applications began in January 2007. Hire in July 2007

OBJECTIVE MET

Objective 1.1.3 To hire one full time tenure track faculty member in Elementary Reading & Literacy

ACTIONS: Both the Federal No Child Left Behind Act of 2001 and Commissioner Warner's Literacy initiative place a solid foundation in literacy skills for all teacher education students at the forefront. Currently we have one

(1) full time faculty member in Reading whose primary responsibility is the graduate Reading Education Program. She has coordinated the recruitment, hiring and coordinating of a number of per course instructors who deliver the literacy components of our curriculum to both the Elementary and Secondary Education students, as well as the graduate students in Reading. It was clearly pointed out in our accreditation reports that this situation was unsatisfactory and was one of the areas that was to be reexamined during the Fall 2005 revisit of the accrediting teams.

RESOURCES: Teacher Education programs of our size have multiple faculty members in Reading and a minimum of **One (1) additional full time tenure track faculty member** in Reading will be required in the immediate future.

OBJECTIVE PROGRESS: Approve the contract to expand Reading Program to include a Providence public school cohort of teachers. Providence will supply teachers in residence and additional program support. Permission to hire reading and literacy tenure track faculty member.

OBJECTIVE MET

Objective 1.1.4 To fill a vacant Physical Education Teacher Education Faculty line with a Tenure Track Faculty line with joint appointment in the SOE.

ACTIONS: The relationship with the Physical Education (PE) Program, which is administratively housed within the Kinesiology Department has been an important one for the SOE. The PE program trains teachers who work with students from K through 12th grades. These teachers continue to be in demand within RI and consistently draw interest from a large number of undergraduates. One faculty member is currently on a half time load until his retirement in the near future, so his direct contributions to the program only occur during one semester per year.

RESOURCES: The replacement of **one (1) PE faculty member who is retiring. One (1) full time tenure track faculty member** in Physical Education will be required in the immediate future who will be jointly appointed to the SOE and Kinesiology Department.

Objective Progress: The Physical Education department has hired a faculty member at the Assistant Professor level who is working with the School of Education in managing the kinesiology students seeking teacher certification.

OBJECTIVE MET

Objective 1.1.5 To increase the field placement component of the School Library Media Program with more field hours prior to practicum.

ACTIONS: The RIPA and NCATE reports both stressed the need for better coordination of field placements, and RIDE specifically recommended that the school library media specialist track strengthen “the field components for candidates not already teachers.” As a way to provide more field hours prior to the practicum, the school library media candidates are required to work in two school library media programs after their site visits in LSC 520 School Library Media Services (pre-practicum course prior to the practicum.)

Objective Progress: LSC 520 School Library Media course as of September 2005 requires all school library media candidates to complete a minimum of three site visits and to volunteer and work at their two practicum sites for an additional 16 hours each or 32 hours total in the Fall Semester prior to the practicum in the Spring Semester. Thus, all candidates are more prepared and ready to begin working at their two practicum sites because they are acclimated to the school, cooperating teacher/librarian and library media program.

OBJECTIVE MET

Curriculum and Programs - Year Two:

Objective 1.2.1 To hire one full time tenure track faculty member in Secondary Reading & Literacy

ACTIONS: As noted in Objective 1.1.3, it is imperative that today’s teacher education students are provided with a thorough understanding of literacy skills and application strategies across all content areas. Our accreditation reports clearly stipulate that we are severely understaffed in faculty members who specialize in Reading, and that this deficiency must be remedied. Currently, SOE has only one (1) full time faculty member in Reading who oversees the graduate reading education program. Other components of the curriculum are delivered by several per course instructors along with graduate students in Reading.

Comparable Teacher Education programs of our size have multiple faculty members in Reading. This area is one of many that will be reexamined by accrediting teams during the Fall 2005 visit.

RESOURCES: One (1) full time tenure track faculty member in Secondary Reading & Literacy

Objective Progress: Permission to hire reading and literacy tenure track faculty member. Search commenced in spring 2007. Hire in July 2007

OBJECTIVE MET

Objective 1.2.2 To hire a full time tenure track faculty member in Music Education

ACTIONS: The relationship with the Music Education (ME) Program, which is administratively housed within the Music Department, of the College of Arts & Sciences has been an important one for the SOE. The ME program trains teachers who work with students from K through 12th grades. These teachers continue to find employment within RI school districts and consistently draw interest from a significant numbers of undergraduates. One faculty member is assigned to this program as is one non-tenure track instructor. A third faculty member, who is also the Music Department Chair teaches in the program.

RESOURCES: One (1) additional full time tenure track faculty member in Music Education will be required in the near future who will be jointly appointed to the SOE and Music Department.

Objective Progress: Search Spring 2005. Hire in July 2005.

OBJECTIVE MET

Curriculum and Program - Year Three:

Objective 1.3.1 To hire one full time tenure track faculty member in Secondary Special Needs

ACTIONS: The current national trend towards inclusion of all students requires that all of our teacher education students become cognizant of the issues and needs of all students with special needs. To meet this requirement we have recently been awarded a grant from the RI Department of Education to hire a full time, grant funded faculty member to both teach these courses to our Secondary students, while releasing a current faculty member to teach courses to our Elementary students. However, this grant will end in three years and the position must become institutionalized. This institutionalization will allow us to build toward the goal of a certification in special education - a shortage area in Rhode Island.

RESOURCES: One (1) full time tenure track faculty position in Secondary Special Needs

Objective Progress: Presently, a new Master's of Arts degree program is under review. It has been approved by the Graduate Council and needs to be approved by the Faculty Senate and the President, before being sent to the Office of Higher Education for approval. Should this degree program be approved, it would provide 12 students seeking a Master's degree and elementary/middle level special education certification and 12 students seeking a Master's degree and secondary/middle level special education certification to enter the program each year. The full program proposal builds into its budget three new full time special education tenure track faculty as follows:

One Associate Professor with expertise in elementary/middle level special education to be hired if the program is approved to start in fall of 2008; one assistant professor with expertise in secondary/middle level special education to be hired for fall of 2009, if the program starts in fall of 2008; and one assistant professor with expertise in elementary/middle level special education to be hired for fall of 2010 if the program starts in fall of 2008.

Objective Progress: Search for secondary special education professor commenced Spring 2009.

Objective 1.3.2 To promote greater interaction among students across teacher education programs to prepare them to successfully collaborate in their future professions.

ACTIONS: As the RIDE and NCATE reports indicated, greater integration is needed among URI teacher education programs. One way of accomplishing this is to identify courses (for example, LSC 533, Digital Resources for Children and Teens) that are appropriate for cross listing. Additional courses that cross disciplines (such as a new course on how education professionals can collaborate and work as teams among disciplines) should be developed, as well as dual master's programs. A dual master's program (M.A./M.L.I.S) in Reading and Library and Information Studies should be targeted for early implementation.

Resources: The aforementioned Faculty in Reading and Library Media need to be in place for this initiative to be successful.

Objective Progress: Current discussions concentrate on cross listing of courses between SoE and Graduate School of Library Sciences. All programs are actively engaged in our TrueOutcomes electronic portfolio system and have

agreed to a shared assessment task and planning task that will be analyzed as a unit for program improvements.

OBJECTIVE MET

2. TECHNOLOGY AND ASSESSMENT

Goal 2 To Improve the technology capacity of our teaching, learning, assessment and tracking functions.

Widespread throughout both the recent NCATE and RIPA accreditation reports was the need for the URI SOE to improve both the Electronic Portfolio System and the use of the system by all SOE faculty. In fact, comment was clear that this system needed to also be infused into our graduate programs as well.

To achieve Goal #2 the School of Education has identified three (3) key objectives in order to meet the vision of the SOE Faculty, the mission of the SOE and the goals outlined in this document. These objectives speak to not only the need for an improvement to the current eFolio system, but also to the training of all faculty in the consistent use of the system that monitors student growth and assesses student advancement.

Fiscal support for the university wide Efolio system will aid our progress toward outcomes assessment across the School of Education and we hope to be a model for this effort at the University.

Technology and Assessment - Year One:

Objective 2.1.1 To implement a quality eFolio system that is eCampus compatible.

ACTIONS: Our current eFolio system was developed seven (7) years ago with a grant from the Board of Governors for Higher Education. Since that time it has been supported by a mix of external grants (federal & state) and SOE/CHSS resources. The truth is that the eFolio system is an evolution that has taken several programming iterations and is quite fragile. Faculty had difficulty maneuvering through the system and the system was been “down” at crucial times of the school year (most recently during the entire first summer session). There is a clear need to totally revamp this system or import a new system that will meet the folio tracking needs of our students, faculty and accreditation agencies

RESOURCES: The development or adoption of a professionally designed and **University-wide maintained efolio system** that meets the programmatic needs of our students, faculty, administrators and accrediting bodies.

Objective Progress: The TrueOutcomes commercial efolio system is now fully operational within the School of Education and successfully linked with Peoplesoft. The system has been tracking students' outcome measures and performance since September 2005. The School of Education is currently using TrueOutcomes in the Early Childhood, Elementary, Secondary, Music, Physical Education, and School Library Media programs at both the undergraduate and graduate level. School Psychology will begin implementation during the spring 2007 semester. Critical outcome measures within and across programs are tracked and recorded to analyze student progress and guide program change and growth. Exit surveys are being collected through TrueOutcomes for use in program improvement decisions. New benchmark assignments and evaluations are being developed and implemented based on the specialty program association requirements for additional evidence of content knowledge. Non-SPA graduate programs are also following this format.

OBJECTIVE MET

Objective 2.1.3 To hire a full time Technology Coordinator and a full time Assessment Coordinator

ACTIONS: These two positions would be responsible for the design and implementation of a system that allowed data from multiple sources to be collected, downloaded and assessed across all teacher education programs. The ability to write People Soft queries and interface between multiple databases is central to this position. Experience in web-based applications would be a plus as would experience with efolio systems, OSB, Task Stream, True Outcomes, Live Text, etc. Presently the School of Education finds itself in the unenviable position of trying to maintain an antiquated E-folio system without a university-supported system to take its place. True Outcomes, the proposed university replacement, is unlikely to be available for use, within the next year, with the capabilities to evaluate student performance and match students to reviewers. Expertise is needed to ensure program continuation relative to monitoring students' completion of state and national standards.

RESOURCES: One (1) full time Technology Coordinator and One (1) full time Assessment Coordinator.

Objective Progress: Permission to hire an Education Specialist in the summer 2006 to coordinate data collection and maintain efolio operations. Hire in September 2006.

OBJECTIVE MET (ASSESSMENT COORDINATOR ONLY)

Objective 2.1.2 To develop and institute a functional eCampus compatible tracking system to maintain information ranging from student admissions review, to program exit.

ACTIONS: Much of this information is required for Title II and AACTE/NCATE yearly reports and is central to program continuation. The School of Education is responsible for collecting and analyzing information from over 30 separate programs at the undergraduate and graduate level. This includes information on required test performance (PPST, content assessment in each content area, certification tests etc.), student placements in multiple and diverse field sites, cooperating teacher payments, GPA's, admissions review data, efolio assessments, and evaluations from internships and field placements.

The first 10 recommendations from RIPA and five in the NCATE report all refer in part or whole to the e-folio, assessment and tracking students success throughout the program (See Appendix B).

RESOURCES: See above (2.1.1, 2.1.3)

Objective Progress: Specialized queries from the PeopleSoft database have assisted the SoE in collecting data on student demographics, programs of study, areas of certification, projected graduation date, and program completion. The School of Education has instituted FileMaker Pro Server edition to serve as the main student database at the graduate and undergraduate level, and it has made major reform in tracking student admissions, clearance for student teaching, and program exit. The software is centrally housed within the school on a local server maintained by the Educational Specialist. Specialized layouts have been created to better serve program data needs, and the responsibility for inputting student data has been centralized to the Office of Teacher Education. This system has been operational since fall 2005. The School of Education is working to better use Peoplesoft data imports to fill Filemaker data fields.

OBJECTIVE MET

Technology and Assessment - Year Two:

Objective 2.2.1 To implement a continuous process of faculty development and equipment upgrade in instructional technology

ACTIONS: For many years the SOE housed both PT3 and Teaching and Technology grants that provided training for faculty and some funds for equipment. However, those funds are now gone. The SOE faculty, students and staff have a continuing need for equipment and training in the use of technology for instructional and assessment purposes. While we continue to have new grants with a technology focus, funding now centers on our students' ability to use technology as teachers. Other URI programs affiliated with the SOE, but in other departments or colleges, have proposed a planning document that would outline the responsibilities of Departments, the SOE, Colleges and the University relative to support for technology.

RESOURCES: Funding needed to complete the acquisition of equipment & software as outlined in the above mentioned Plan. Also, funding to provide in-service training to Faculty & staff concerning instructional technology.

Objective Progress: TrueOutcomes training has been conducted in many education classes for both faculty and staff. FileMaker Pro has been installed on most faculty computers so they can have read access to student files online. A recent state technology grant (NOMAD) has given the School of Education the ability to upgrade their classrooms across campus with better technology such as Smartboards, LCD projectors, computers, laptop carts, and other audio/visual equipment. This upgrade is scheduled to commence in the summer of 2007.

OBJECTIVE MET

3. ADMINISTRATION & GOVERNANCE

Goal 3 To continue the improvement and functioning of the School of Education.

Given the size of the SOE faculty and the undergraduate and graduate student body, the number of staff in administrative/support positions is lacking. This point is clearly pointed out in both the recent NCATE and RIPA accreditation reports, noting that resources from the URI are severely deficient.

- "The unit does not have sufficient administrative and support staff to ensure the effective and efficient operation of programs for the preparation of educators."

- “The unit lacks adequate media and curriculum resources, including space to house these resources, for the number of candidates in the programs.”

To achieve Goal #3 the School of Education has identified four (4) key objectives in order to meet the vision of the SOE Faculty, the mission of the SOE and the goals outlined in this document. These objectives speak to both the need for staff positions and the need to clarify the structure of the SOE.

Administration and Governance - Year One:

Objective 3.1.1 To hire a full time Secretary or Administrative Assistant

ACTIONS: Currently the SOE has two (2) secretaries assigned to the unit. These two individuals service the needs of eighteen (18) full time tenure track faculty, three (3) full time lecturers, and thirty two (32) part time per course instructors. A third position existed in the SOE, but with the resignation of Ms. Dixie Hill seven years ago this position was never filled in the unit. A full-time soft money funded Education Specialist had been performing many of the duties originally performed by Ms. Hill (i.e., course scheduling, support staff coordination, etc.) but these duties were additional to SOE and grant responsibilities. This person now has a RIDE state contract, for the review of teacher certification by the portfolio review (I-Plan), and is unavailable to continue previous tasks on an unpaid basis.

RESOURCES: One (1) full time Secretary or Administrative Assistant

Objective Progress: N/A

Objective 3.1.2 To establish a School of Education Advisory Council

ACTIONS: The rationale for this objective is best evidenced by the NCATE Report. “The unit does not have a recognized coordinating policy-making body to monitor the quality and consistency of all academic programs that prepare school professionals.”

The Council for Teacher Education previously served in an advisory role for policymaking and should be updated and reinstated with continued representation from across the university, its colleges and programs, and educators in the public schools.

RESOURCES: No new resources needed to implement this objective.

OBJECTIVE PROGRESS: The SoE has submitted and approved the reinstatement of the Council for Teacher Education. Regular meetings of the council have been held over the past two years starting in the fall 2005, usually directly following the SoE faculty meeting.

OBJECTIVE MET

OBJECTIVE 3.1.3 To establish and maintain a curriculum library that supports candidate learning of content and pedagogical knowledge

RESOURCES: The unit has secured funding through state funds and grants (NOMAD) to build an educational Curriculum library within the University Library to accommodate resources such as laptops, interactive smart boards and a library with reference materials relative to current educational theory and practice.

OBJECTIVE PROGRESS: Two rooms on the first floor of the main URI library have been rebuilt to house the curriculum library. One room houses the text materials as well as kits and small group tables. The second room has been designed to work as a laptop workstation area with a mobile instructor station and portable smart board. The curriculum library officially opened in the spring 2008.

OBJECTIVE MET

OBJECTIVE 3.1.4 The School of Education is presently distributed across campus in a number of buildings. This does not allow the School to gain either maximum productivity or visibility. Nor is there adequate space for building a community of educators among faculty and students. Therefore, plans are under way to bring this concept to fruition. The School of Education is in need of a common building to increase efficiency and program growth.

RESOURCES: The School of Education will need a building to accommodate all programs within the department.

OBJECTIVE PROGRESS: Discussion is underway about needed resources for a common School of Education building.

Administration and Governance - Year Two:

Objective 3.2.1 To clarify and document the nature of Affiliate Faculty

ACTIONS: The original document that was signed by the RI Board of Governors for Higher Education which created the SOE, mentioned the inclusion of Affiliate Faculty in the SOE. This entity, however, has never been clearly outlined, defined and institutionalized. Affiliate faculty are used in other colleges and curriculums so precedence exists on campus. Faculty affiliated with the School of Education would hold full or limited appointments to the School of Education.

RESOURCES: No new resources needed to implement this objective.

OBJECTIVE PROGRESS: N/A

Objective 3.2.2 To develop and institutionalize job descriptions and a workload policy for Team Leaders.

ACTIONS: Similar to the affiliate faculty, Teams were identified as the main vehicle through which the SOE would deliver the curriculum of degree programs. Team leaders were to be the coordinating position for each of these teams. However, the nature of the function of the Team Leader, release time, budgets, duties, appointment and duration was never clearly defined and institutionalized. Presently, team responsibilities vary from degree program to degree program and within and outside the School of Education.

RESOURCES: No new resources needed to implement this objective.

OBJECTIVE PROGRESS: As defined in our Unit Assessment System, team leaders' responsibilities and roles are clearly outlined with relation to unit operations. Team leaders coordinate meetings for data analysis and program improvement. Appointment is on a yearly basis with options to extend beyond one year.

OBJECTIVE MET

Objective 3.2.3 To clarify and document the structure of Standing Committees and Teams

ACTIONS: In the original documents creating the SOE, standing Committees were not stipulated, defined or institutionalized. Similar to Team Leaders, Teams and membership on these Teams was not clearly outlined. Faculty have operated over the years since the SOE's inception under a Team structure, creating committees on an as needed basis. This structure needs to be formalized, documented and institutionalized by the SOE faculty.

RESOURCES: No new resources needed to implement this objective.

OBJECTIVE PROGRESS: Our Conceptual Framework, which includes the unit assessment system, clearly outlines the duties of these committees with relation to unit operations.

OBJECTIVE MET

4. EXTERNAL RELATIONS/OUTREACH

Goal 4 To establish and strengthen our partnerships with pk-12 school districts.

Specific in the language of the NCLB Act, and central to the NCATE and RIPA Standards, is the necessity for teacher education programs to have a strong link with local school districts and to act as agents of change in those districts – both directly and indirectly. The URI SOE has forged and maintained several healthy and functional partnerships with seven (7) local school districts. These partnerships are interactive and include professional development, student teaching, cooperative initiatives, research opportunities, etc.

It is the intent of the SOE and its faculty that these external relationships continue and grow. To achieve Goal #4 the School of Education has identified two (2) key objectives in order to meet the vision of the SOE Faculty, the mission of the SOE and the goals outlined in this document. These objectives position the SOE to move beyond being merely reactive to needs expressed by school districts, to becoming a proactive force in helping schools to improve.

External Relations - Year Two:

Objective 4.2.1 To hire a full time Partnership Professional Development Coordinator

ACTIONS: The necessity to partner with local school districts in order to effect school improvement is clearly stipulated by NCLB, NCATE and RIDE accreditation/program review, and the mission of the SOE. This responsibility involves a focused effort to help the schools and districts of Rhode Island realize their school improvement goals and provide necessary assistance through professional development and the application of research based best practice. SOE needs to be responsive to state and federal program approval conditions, and new initiatives that impact all schools. This requires considerable work with many constituents such as schools districts, the RI Department of Education, and

the Rhode Island Federation of Teachers and Health Professionals in developing, processing, and administering professional development offerings for school professionals. These offerings require a presence in the school setting and outreach to faculty and staff in response to the needs of the district, school/district improvement initiatives, and federal initiatives as they impact and support student achievement and teacher development.

The URI SOE, along with other teacher preparation institutions, has been criticized lately in the press for lacking such a proactive presence in RI schools. During the 2004-2005 budget year the professional development resources for the School of Education were reduced by \$33,000. "The School of Education has made great strides in building partnerships and increasing the standards for prospective teachers in the last five years, but these relationships are fragile. Any reduction in resources could put the progress already made at risk" (RIPA Report, 2003).

RESOURCES: To achieve this objective, **one (1) full-time coordinator** of such partnerships is imperative in order to move the function from one of reactive to proactive status.

OBJECTIVE PROGRESS: We continue to utilize an education specialist who is part time with the School of Education. She currently shares responsibilities with the Rhode Island Department of Education on the IPLAN grant. She coordinates partnerships with districts through special programs. The lack of resources put district outreach at risk.

External Relations/Outreach - Year Three:

Objective 4.3.1 To hire a full time Student Placement Coordinator

ACTIONS: Currently, the SOE placed student teachers in school districts throughout Rhode Island, in early childhood, elementary, middle and secondary classrooms. These students are placed with approximately 400 Cooperating Teachers. Students perform their student teaching in their senior year and typically Early Childhood students are in schools in the fall semester, while Elementary, Middle and Secondary students are in schools during the spring semester. Currently these placements are arranged and monitored by the Director of the Office of Teacher Education. Also, this office arranges and performs the multi-levels of training for Cooperating Teachers. The amount of work to perform such duties taxes this individual to the point that she cannot effectively perform all of the other duties of the Office, let alone be proactive with many of our partner school districts.

RESOURCES: The hiring of one (1) full time Placement Coordinator.

OBJECTIVE PROGRESS: Placements are still done though the Office of Teacher Education and continue to strain the resources of that department.

SUMMARY OF GOALS & OBJECTIVES

To summarize the RESOURCES required to accomplish the above stated Goals and Objective over the next three (3) academic years, the SOE is proposing that the following **Faculty/Staff Positions** are required:

Year One:

- * A full time tenure track faculty member in Secondary Language Arts. **(MET)**
 - * A full time tenure track faculty member in Secondary Science. **(MET)**
 - * A full time tenure track faculty member in Elementary Reading & Literacy. **(MET)**
 - * Fill a vacant Physical Education Teacher Education Faculty line with a Tenure Track Faculty line with joint appointment in the School of Education. **(MET)**
 - * A full time Secretary or Administrative Assistant.
 - * A full time Technology Coordinator and a full time Assessment Coordinator. **(MET)**
-

Year Two:

- * A full time Partnership Professional Development Coordinator
 - * A full time tenure track faculty member in Music Education **(MET)**
 - * A full time tenure track faculty member in Secondary Reading & Literacy **(MET)**
-

Year Three:

- * A full time tenure track faculty member in Secondary Special Needs
- * A full time full time Student Placement Coordinator
- * A full time Physical Education Teacher Education faculty member to replace Retiring faculty **(MET)**

In addition to the above positions, the following Resources will be required:

Year One:

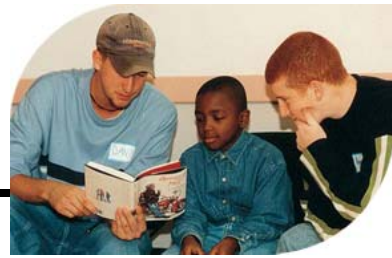
- * A quality eFolio system that is eCampus compatible. **(MET)**
- * Funds to complete the acquisition of planned equipment/software and the training of faculty & staff. **(MET)**
- * A functional Student Tracking system. **(MET)**

Year Two:

* Funding needed to complete the acquisition of equipment & software as outlined in the above mentioned Plan. Also, funding to provide in-service training to Faculty & Staff concerning instructional technology and the efolio system. **(MET)**

The faculty of the SOE have been and continue to be among the most successful in procuring external funding to support faculty, staff, resources and initiatives. There is no reason to believe that this will not continue, but with the infusion of the above positions and resources, both the ability to provide services to our clients and to attract new external resources will be greatly enhanced.

Progress and Updates



To date these actions have been taken that speak directly to initiatives proposed in this Strategic Plan:

- Hiring of full-time secondary language arts faculty position.
- Hiring one full-time support staff to monitor and maintain efolio system and data collection
- Hiring one full-time tenure track faculty member in Secondary Science Education
- Hiring one full-time tenure track faculty member in Reading Education
- Development of the Curriculum library



Appendices

Appendix B: Recommendations from RIPA and NCATE Accreditation Reports (SPRING 2008)

RIPA 2008 Report Recommendations

STANDARD 1

1.01 Assessment, Advisement, Feedback, and Counseling Throughout the Program. Prospective educators are assessed through an ongoing process that begins with admission to the program and continues through recommendation for licensure. The results of these assessments are used to monitor candidates' progress toward meeting the standards and to provide academic and professional advisement throughout the program.

The visiting team RECOMMENDS that the SOE review and revise its assessment system to ensure that program and course tasks align to appropriate standards and are assessed using meaningful assessments and corresponding performance expectations that are clearly defined, communicated, and understood by faculty and candidates.

The visiting team RECOMMENDS that the SOE examine the means by which it communicates the assessment system including expectations, timelines, and available supports.

The visiting team RECOMMENDS that the SOE work with all appropriate parties to identify inconsistencies in the advisement system and ensure that all candidates are provided appropriate, sufficient, and consistent advisement as they progress throughout the program and each key transition point.

The visiting team RECOMMENDS that the SOE work with the individual programs to integrate into the unit-wide assessment system the program-specific assessments that are critical in ensuring that all candidates in every field meet the expectations of the identified RIBTS and national content standards.

1.02 Admission into the Program. Prospective educators are admitted to certification programs based upon clearly articulated criteria that address the students' potential to meet the standards for licensure.

The visiting team RECOMMENDS that the SOE faculty review the admissions process to determine essential admissions criteria, communicate these criteria to all

potential candidates, develop clear cut scores for admissions, and implement consistent protocols for admissions material review and acceptance.

The visiting team RECOMMENDS that the SOE work with individual programs to identify common admissions procedures and application materials where appropriate, ensure the public admission process is the only process used to admit candidates to programs, and develop processes to ensure consistent admission decisions across programs.

1.03 Determination of Readiness For Student Teaching or Supervised Internship. Prospective educators demonstrate their readiness for student teaching or supervised internship through an evaluation of their performance with respect to the Rhode Island Beginning Teacher Standards.

The visiting team RECOMMENDS that the SOE review this transition point and identify essential measures of pedagogical and content preparation for this transition.

The visiting team also RECOMMENDS that the SOE review the required tasks and appropriate guidance for this transition point including expected levels of performance and ensure its accessibility to all candidates.

The visiting team RECOMMENDS that the SOE consider its advisement system, policies, and timelines in relation to this transition point to ensure that candidates have access to sufficient support.

1.04 Assessment at the Completion of Clinical Experiences and as a Basis for Recommendation for License. Prospective educators demonstrate their performance with respect to the standards for the completion of student teaching or supervised internship through an evaluation process that is shared by the college or university supervisor and the cooperating teacher or internship supervisor. Programs recommend prospective educators for licensure based on performance with respect to the Rhode Island Beginning Teacher Standards.

The visiting team RECOMMENDS that the SOE review and revise its assessment system for the exit from clinical experience transition point to ensure consistent information and application of expectations for the evaluation of performance to progress past this transition point.

The visiting team RECOMMENDS that the SOE and the individual programs review and clarify the requirements to pass through the exit from clinical practice transition point and their relation to the student teaching course for individual programs to ensure that the assessment system for this transition point is clearly understood and followed by all candidates and faculty.

The visiting team RECOMMENDS that the SOE examine its assessment tools for the exit from clinical experience transition point and revise as necessary the tools, its usage, and training to promote alignment to the RIBTS and national content standards and consistent and high expectations for candidate performance.

The visiting team RECOMMENDS that the SOE review its assessment system to improve assessment validity including alignment of the system to identified standards and program-based instruction, conduct training to reduce possible sources of bias, and clarify and better communicate the requirements of the assessment system to all candidates.

The visiting team RECOMMENDS that the SOE explore additional measures of candidate performance to ensure that candidates are assessed through a valid system that relies on multiple measures of performance.

1.05 Reliability of Assessment System. Assessment systems yield fair, accurate, and consistent evaluation of prospective educators.

The visiting team RECOMMENDS that the SOE review its assessment system, evaluation procedures, and training for assessors to produce more reliable results for candidate performance on key measures across the transition points.

The visiting team RECOMMENDS that the SOE work with individual programs to analyze and use assessment data to identify challenges to the reliability of the assessment system and make necessary revisions to the system based on this analysis.

STANDARD 4

4.02 Field Experiences that Capitalize on the Diversity of P-12 Schools. Prospective educators successfully complete field experiences that are designed to assure interaction with exceptional students, and students from different ethnic, racial, gender, socio-economic, language, and religious groups. Through these experiences prospective educators examine issues of diversity in teaching and learning. Skilled cooperating teachers and college and university faculty help the prospective educators use these experiences to improve their ability to teach students from diverse backgrounds effectively.

The visiting team RECOMMENDS that the programs develop and implement a tracking system to ensure that all candidates experience field placements in diverse settings to improve their ability to teach students from diverse backgrounds effectively.

The visiting team RECOMMENDS that the programs examine the role of EDC 250 as the primary diverse field placement to determine if this placement is sufficient for all candidates to develop the knowledge, skills, and dispositions to effectively teach diverse learners.

4.04 Faculty. Colleges and universities and the teacher preparation programs recruit, hire, support, and retain a diverse faculty. Prospective educators have the opportunity to learn from faculty members whose diverse backgrounds enable prospective educators to view their craft through a wide lens.

The visiting team RECOMMENDS that the SOE continue to implement its current strategies to increase the diversity among the faculty while exploring and identifying additional mechanisms that will produce the results necessary to ensure candidates have the opportunity to learn from faculty members whose diverse backgrounds enable them to view learning and teaching through a wide lens.

4.05 Students. Colleges and universities and their teacher preparation programs recruit, admit, support, and retain a diverse student body. The program's admission processes, curriculum, access to student services, and counseling and mentoring programs are designed to support the preparation of a more diverse teaching force. Prospective teachers from diverse cultural backgrounds and with experiences that differ from the other prospective teachers find their participation is elicited, valued, and affirmed throughout the preparation program.

The visiting team RECOMMENDS that the SOE work with the initial programs and the university to continue those programs and initiatives that are successful in increasing the diversity among the URI student body.

The visiting team RECOMMENDS that the SOE work with the initial programs and the university to identify, develop, and implement systematic recruitment, admittance, support, and retention strategies that will produce a more diverse student body including decreasing barriers to admission and progression through transition points for candidates from diverse backgrounds.

STANDARD 5

5.03 Resources. Approved programs assure access to adequate resources to support teaching and scholarship, including the necessary facilities, equipment, library, curriculum resources, educational technology, and financial resources to support quality programs.

The visiting team RECOMMENDS that the SOE work with the university and its partners to secure the necessary resources to continue to meet the objectives outlined in the strategic plan. Among the priorities include securing the necessary personnel and facilities to support and maintain quality and effective programs and learning environments that meet the expectations of the Rhode Island Program Approval Standards.

STANDARD 6

6.01 Commitment to High Quality and Improvement. Approved programs engage in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and use these findings to improve the preparation of prospective educators through the modification of the program.

The visiting team RECOMMENDS that the SOE and the initial programs carefully consider the findings and recommendations in this report and deliberately and collaboratively work through these to meet the expectation of commitment to high quality and improvement.

The visiting team RECOMMENDS that the SOE, the initial programs, and its partners examine available data and its current use for program improvement. Identify areas of data collection and analysis that are incomplete or underutilized and incorporate this into current improvement efforts.

The visiting team RECOMMENDS that the SOE complete the implementation of the assessment system, including evaluation processes for programmatic elements such as field placement tracking and cooperating teacher training and evaluation, to ensure a high quality program that prepares prospective educators consistent with the expectations in the RIPA standards and RIBTS.

NCATE 2008 Report Recommendations

6.2 The unit does not have sufficient administrative and support staff to ensure the effective and efficient operation of programs for the preparation of educators.

Rationale: Although the unit has secured an Outcomes Assessment Coordinator, the unit's key support staff is limited and disproportionately consists of graduate assistants.