



**Indirect Cost Information** (To be completed by your Business Office. See instructions.)

9. Indirect Costs

- a. Are you claiming indirect costs under this grant?  Yes  No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- c. If yes, provide the following information:  
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2003 To: 5/30/2006 (mm/dd/yyyy)  
Approving Federal agency:  ED  Other (Please Specify) HHS  
Type of Rate (For Final Performance Reports Only):  Provisional  Final  Other (Please Specify)
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :
- Is included in your approved Indirect Cost Rate Agreement?  
 Complies with 34 CFR 76.564(c)(2)?

**Human Subjects** ( See instructions.)

10. Annual Certification of Institutional Review Board (IRB) Approval?  Yes  No  N/A

**Performance Measures Status and Certification** ( See instructions.)

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project

Status Chart?  Yes  No

- b. If no, when will the data be available and submitted to the Department? 5/1/2006 (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct

and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: Franca Cirelli	Title: AD of Sponsored Projects
Signature:	Date:

**Grant Performance Report (ED 524B) Executive Summary Attachment:**

Title : Project RITER Executive Summary

File : <C:\Documents and Settings\Administrator\My Documents\My Files\Current Projects\TQE-P 2005\ED524BExecSummary.doc>

Test Script for validation



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

PR/Award #: **P336B040046**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**1 . Project Objective** **II** Check if this is a status update for the previous budget period.  
 Increase Collaboration and dialogue among arts and science professors, teacher education professors and K-12 teachers and administrators through the development and implementation of a plan to ensure articulation between national content standars, the content knowledge of teacher education candidates, and their ability to apply this knowledge.

a. Performance Measure	Measure Type	Quantitative Data					
Teacher preparation programs on campuses with arts and science programs establish partnerships with arts and science and education faculties to examine curriculum, strengthen content preparation, and assure that programs are aligned with national standards and develop and implement plan to ensure the articulation.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		6	/			/	

b. Performance Measure		<b>Measure Type</b>	<b>Quantitative Data</b>				
Early childhood education and elementary education program completers pass the content examination required for licensure.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			85 / 100	85		999 / 999	100
c. Performance Measure		<b>Measure Type</b>	<b>Quantitative Data</b>				
Partner school districts create mechanisms to strengthen teacher understanding of Grade Level Expectations in mathematics and science, develop deeper content knowledge of these teachers and assure that programs are aligned with GLEs.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		3	/			/	

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

A cross institutional team has met four times to begin the analysis of national standards, assessments, and best practice in arts and science and education collaboration. The team has reviewed appropriate national standards and NCATE plans for designing assessments in each area. An institute has been scheduled for 06/24/05 at which Dr. E. Lynne Weisenbach and

several arts and science deans will provide ideas from the STEP Project that can be replicated at partner institutions. A second institute is being scheduled for summer of '05 that will provide partners with a deeper understanding of the PRAXIS II Elementary Examination and how the data from this examination can be used to inform content preparation.

Colleges have established arts and science and education work groups on their campuses for this grant. This summer's work will provide the foundation for work on each of the campuses in the coming year.

Central Falls has begun work on increasing the alignment between its curriculum and the Math GLEs and is working with faculty to develop an understanding of Science GLEs. Newport has funded school-based study groups to support a deeper understanding of mathematics GLEs with the goal of moving from awareness to implementation. Pawtucket is working with Rhode Island College to increase content understanding of teachers to assure ability to teach to the GLEs.

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**2 . Project Objective** **II** Check if this is a status update for the previous budget period.  
Teacher candidates and beginning teachers will increase their ability to use technology effectively to increase K-12 student achievement.

a. Performance Measure	Measure Type	Quantitative Data
------------------------	--------------	-------------------

Teacher preparation programs identify exemplary users of technology and use the work of these faculty members to model technology integration.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		8	/			/	
b. Performance Measure		<b>Measure Type</b>	<b>Quantitative Data</b>				
Teacher preparation programs revise curriculum to assure that technology integration is an integral part of candidate preparation and assessment.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		8	/			/	
c. Performance Measure		<b>Measure Type</b>	<b>Quantitative Data</b>				
Partner districts create technology laboratories in at least one school and support technology integration in instruction through training and evaluation of instruction.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		3	/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

A cross institutional team has met three times to identify ways in which IHE and district partners can share ideas on

technology integration in preparation. An on-line discussion group has been established to support this dialogue. Four of the six IHEs that have arts and science partners have begun the process of identifying exemplary users of technology.

Newport has purchased its equipment. Central Falls and Pawtucket delayed the purchase to the summer in response to building projects that were under way. Technology has been identified and is ready for purchase. Planning is underway for ongoing training

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**3 . Project Objective** **II** Check if this is a status update for the previous budget period.  
Teacher candidates will become skilled in addressing issues of race, ethnicity, socio-economic status, language, and special needs in their instruction and learn to work more closely with families through their clinical experience.

a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Teacher preparation programs revise curriculum to improve preparation of candidates for adapting instruction for diverse learners.	PROJ	Raw Number	Ratio	%	Raw Number	Ratio	%
		8	/			/	

<b>b. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>					
Teacher preparation programs expand assessment of candidates to include assessment during clinical experiences that address culturally responsive pedagogy.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		8	/			/	
<b>c. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>					
Teacher preparation programs revise curriculum to include working with families to support learning.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		8	/			/	

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

A cross institutional team has met five times to establish common goals at partner institutions that will promote valuing the diversity of learners and focus on supporting the academic achievement of these learners. The team has scheduled an initial symposium for Diversity and Clinical Experiences on 06/28/05 that will include teachers, parents, community partners, and teacher education faculty. Dr. Beth Harry of the University of Miami will provide the context to kick off a discussion of what a teacher coming into each district needs to know and be able to do to succeed with students and families in the districts. A

follow-up seminar has been scheduled for 08/18/05 at which Dr. Asa Hilliard (tentative) of Georgia State University will continue the development work with this group.

The development team has worked with community groups in each of the partner districts to bring their representatives into the development work and summer institutes.

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**4 . Project Objective**  Check if this is a status update for the previous budget period.  
Develop school-based induction programs to support preservice and beginning teachers that support schol-based initiatives to increase retention of highly qualified teachers.

a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Training will be provided for mentor teachers on an annual basis to support mentoring and induction in partner districts.	PROJ	Raw Number	Ratio	%	Raw Number	Ratio	%
		24	/			/	

b. Performance Measure	Measure Type	Quantitative Data					
Teacher preparation programs will develop protocols for collecting data from a minimum of 25% of program graduates who become teachers and use the data to improve programs.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		8	/			/	

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

A cross district coordinating group has met four times to prioritize needs for the districts. The decision was made to focus on district-wide needs for mentoring and induction. The team has prioritized the skill and knowledge sets that are most needed in the districts, including work linked to the content, technology, and diversity efforts from the first three objectives and I-Plans for teachers. A summer institute has been scheduled for August 22-25 with the intent of training a minimum of 24 mentors.

The Governing Board has noted that in subsequent years of the project the goal will be to bring the work of the various objectives together for a more focused model for schools in need of improvement.

A coordinating team with representatives from the eight colleges and universities has been meeting monthly to design a common process for gathering feedback from graduates. The intent is to allow each program to modify the process to meet their individual needs. A draft survey instrument has been developed and will be reviewed by 2005 graduates at several institutions.

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 Grant Performance Report (ED 524B)  
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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**5 . Project Objective** **II** Check if this is a status update for the previous budget period.  
 Develop a prototype and implement a non-traditional certification program in a high needs area.

a. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
Number of non-traditional route to teaching programs in Rhode Island	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		2	/			/	
b. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
Percentage of new chemistry, mathematics, physics, and secondary special education teachers in Central Falls and	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>

Pawtucket who are highly qualified, including those who meet the definition by being enrolled in a high quality non-traditional route.			1 / 1	100		999 / 999	100
c. Performance Measure							
	<b>Measure Type</b>	<b>Quantitative Data</b>					
Teachers who participate in a non-traditional route to certification in Rhode Island.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		40	/			/	

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

A development team composed of district personnel, leadership from four colleges, and the Rhode Island Department of Education has met five times to provide direction for the development of programs in chemistry, mathematics, physics and secondary special education that will begin in the summer of 2006. The leadership team has established the structure for admissions, curriculum, and mentoring and has identified teams that will meet this summer to provide more detail for the overall structure. A team has been assembled that will meet 07/11-12/05 and 08/16-18/05 to complete the design of the curriculum within the parameters established by the design team.

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 Grant Performance Report (ED 524B)  
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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**6 . Project Objective** **II** Check if this is a status update for the previous budget period.  
 The percentage of highly qualified program completers at partner institutions will increase.

a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
TQE GPRA Indicator 8.2.1 Total Percentage of students who completed the eight programs and met the No Child Left Behind Definition for Highly Qualified.	GPRA	Raw Number	Ratio	%	Raw Number	Ratio	%
			85 / 100	85		391 / 426	92

Explanation of Progress (Include Qualitative Data and Data Collection Information)  
 All eight teacher preparation institutions within Rhode Island are partners in this grant. The percentage of program completers who meet the No Child Left Behind Definition for "highly qualified" is equivalent to the state pass rate for

program completers as reported for annual Title II reporting, excluding teachers in areas not covered by the definition of highly qualified (e.g., physical education, health, technology education). Early childhood and elementary teachers must pass the PRAXIS II examination. All secondary and all level certificates require a content major or the equivalent. All candidates must pass the a standardized pedagogy test.

Data being reported for this initial period reflect a subset of program completers. The 426 candidates represent all program completers who graduated during the first year of the grant in an area that is covered by highly qualified and who took the required tests and reported their scores to the institutions. There are three limitations on the data that are collected. Some program completers do not take tests in Rhode Island since they plan to teach in other states. Some candidates do not take the tests until they are through or almost through with student teaching and do not receive results until after program completion. Also, historically teacher education institutions have not reequested or received data on test takers. Through this grant we will work to address each of the limitations so that in subseqent years, the data are more complete. Final Title II Reports (due next May) will provide a very complete and accurate data set.

For this initial period, the data are based upon the following numbers:

Brown University - 43/46 program completers who provided testing data met the definition.

Johnson and Wales had no program completers who were required to meet the definition of highly qualified during this time period.

Providence College - 114/115 program completers who provided testing data met the definition.

Rhode Island College - candidates do not provide test data to the college. This will change in the coming year.

Rhode Island School of design - candidates do not provide test data to the college.

Roger Williams University - 82/93 program completers who provided testing data met the definition.

Salve Regina University - 67/75 program completers who provided testing data met the definition.

University of Rhode Island - 85/97 program completers who provided testing data met the definition.



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

OMB No. 1890 - 0004  
Expiration: 10-31-2007

PR/Award #:  
P336B040046

**SECTION C - Additional Information** *(See Instructions. Use as many pages as necessary.)*

The partners for this grant are listed in the table below, which identifies all Governing Board Members and their contact information. All partners were a part of the grant application. There have been no changes to the list of partners and no changes are anticipated for next year.

### Project RITER Governing Board

Partner Institution	Name of Representative	Contact information
Brown University	Lawrence Wakeford Clinical Professor of Science	Brown University Box 1938 / Barus Hall 21 Manning Walk Providence, RI 02912 Voice: 401.863.3428 FAX: 401.863.1276 <a href="mailto:Lawrence_Wakeford@brown.edu">Lawrence_Wakeford@brown.edu</a>
Central Fall School Department	Patricia Watkins Superintendent Mario Pappitto Director of Grants	Central Falls School District 21 Hedley Avenue Central Falls, RI 02863 Voice:401.727.7700 FAX:401.727.7722 <a href="mailto:rid26444@ride.ri.net">rid26444@ride.ri.net</a> <a href="mailto:ride4897@ride.ri.net">ride4897@ride.ri.net</a>
Johnson & Wales University	Denise DeMagistris Director of Teacher Education	Johnson and Wales University 8 Abbott Park Place Providence, RI 02903

		401.598.1923 401.598.2230 <a href="mailto:denise.demagistris@jwu.edu">denise.demagistris@jwu.edu</a>
Newport School Department	Mary Canole Superintendent Judy Droitcour Director of Teaching, Learning, and Professional Development	437 Broadway Newport, RI 02840 Voice: 401.847.2100 FAX: 401.849.0170 <a href="mailto:mcanole@cityofnewport.com">mcanole@cityofnewport.com</a>
Pawtucket School Department	Hans Dellith Superintendent Kimberly Mercer Deputy Superintendent	Edward J. Creamer Admin. Bldg. Park Place/P.O. Box 388 Pawtucket, RI 02860 Voice: 401.729.6315 FAX: 401.727.1641 <a href="mailto:dellithh@psdri.net">dellithh@psdri.net</a>
Providence College	Peni Callahan Chair of Elementary and Special Education	549 River Avenue Providence, RI 02918 401.865.2501 401.865.1021 <a href="mailto:jcalahan@providence.edu">jcalahan@providence.edu</a>
Rhode Island Board of Governors For Higher Education	Nancy Carriuolo Associate Commissioner	301 Promenade St. Providence, RI 02908 401.222.6560 x132 401.222.2545 <a href="mailto:carriuol@etal.uri.edu">carriuol@etal.uri.edu</a>
Rhode Island College	Julie Wollman-Bonilla Interim Dean	Feinstein School of Education & Human Development Horace Mann 102 Providence RI 02908 Voice: 401.456.8594 Fax:401.456.8590 <a href="mailto:jwollman@ric.edu">jwollman@ric.edu</a>

Rhode Island Department of Education	Doris Anselmo Director of the Department of Teacher Certification, Preparation, and Professional Development RIDE	255 Westminster St Providence, RI 02903 401.222.4600 x2252 401.222.2048 <a href="mailto:ride1503@ride.ri.net">ride1503@ride.ri.net</a>
Rhode Island School of Design	Paul Sproll, Chair	Art + Design Education Two College Street Providence, RI 02903 Voice: 401.454.6132 FAX: 401.454.6694 <a href="mailto:psproll@risd.edu">psproll@risd.edu</a>
Roger Williams University	Tim Reagan Dean of Education	Roger Williams University One Old Ferry Road Bristol, RI 02809 401.254.3074 401.254.3710 <a href="mailto:treagan@rwu.edu">treagan@rwu.edu</a>
Salve Regina University	Brian McCadden Chair	100 Ochre Point Newport, RI 02840 Voice 401.341.3152 Fax:401.341.2923 <a href="mailto:Brian.mccadden@salve.edu">Brian.mccadden@salve.edu</a>
TBA Consulting Group	Irv Richardson Senior Consultant  Bill Thompson Senior Consultant	212 Spring Road Peterborough, NH 03458 603.924.8750 603.924.2062 <a href="mailto:irvrichardson@hotmail.com">irvrichardson@hotmail.com</a>  24 Coach Road Stratham, NH 03885 603.772.4578 603.778.9836 <a href="mailto:bill-thompson@comcast.net">bill-thompson@comcast.net</a>

University of Rhode Island	Pete Adamy Team Leader Elementary Education	613 Chafee Building Kingston, RI 02881 Voice: 401.874.7036 Fax: 401.874.5471 <a href="mailto:adamy@uri.edu">adamy@uri.edu</a>
	David Byrd Director of the School of Education	Chafee Building Kingston, RI 02881 Voice: 401.874.5484 Fax: 401.874.5471 <a href="mailto:dbyrd@uri.edu">dbyrd@uri.edu</a>
	Winifred E. Brownell, Dean of the College of Arts and Sciences	257 Chafee Social Science Center Kingston, RI 02881 Voice 401.874.4101 Fax: 401.874.2892 <a href="mailto:winnie@uri.edu">winnie@uri.edu</a>

At this point in time, we do not anticipate any changes in the grant's activities for next year.

<p>Objective #1: Increase collaboration and dialogue among arts and sciences professors, teacher education professors and K-12 teachers and administrators through the development and implementation of a plan to ensure articulation between national content standards, the content knowledge of teacher education candidates and their ability of apply this knowledge.</p>			
Activities	Benchmarks	Timeline	Work Accomplished 10/01/04 – 5/31/05
<p>1.1 Convene teacher education and arts and sciences representatives</p>	<ul style="list-style-type: none"> <li>Outline of project goals and review of national content standards each area of certification. After first year review of student content assessments will become a focus within the process.</li> </ul>	<p>September of each year</p>	<p>A cross institutional team has met four times to begin the analysis of national standards, assessments, and best practice in arts and science and education collaboration.</p> <p>The team has reviewed appropriate national standards and NCATE plans for designing assessments in each area.</p> <p>An institute has been scheduled for 06/24/05 at which Dr. E. Lynne Weisenbach and several arts and science deans will provide ideas from the STEP Project that can be replicated at partner institutions.</p> <p>A second institute is being scheduled for summer of '05 that will provide partners with a deeper understanding of the PRAXIS II Elementary Examination and how the data from this examination can be used to inform content preparation.</p>
<p>1.2 Campus Dialogue committee participants meet</p>	<ul style="list-style-type: none"> <li>Written reports on national standards for the content areas presently related to</li> </ul>	<p>October of each year November of each</p>	<p>Colleges have established arts and science and education work groups on their campuses for this</p>

<p>to design a plan to ensure articulation between national content standards and the content knowledge of teacher education candidates and progress made toward and data analyses on their ability of apply this knowledge as beginning teachers.</p>	<p>teacher certification</p> <ul style="list-style-type: none"> <li>• Completed articulation plans for each program (goal revision of curriculum as required to represent knowledge of content standards) reviewed by Content Knowledge team.</li> <li>• Plan outline and monitoring of plan to ensure articulation between arts and sciences courses and current national and state standards for teachers is reviews annually.</li> <li>• Design and revise a plan for review of assessment activities used to review student content knowledge gained from arts and science curriculum. The next step will be the review of education courses and activities relative to students' ability to apply knowledge gained to educate children and adolescents. Data collection starts after first year.</li> <li>• Institutions report on data on candidate's knowledge, ability to design, implement and assess instruction and student progress and prepare the report for institutional changes based upon data.</li> </ul>	<p>year</p> <p>December of each year</p> <p>February of each year</p> <p>May of each year</p>	<p>grant.</p> <p>This summer's work will provide the foundation for work on each of the campuses in the coming year.</p>
<p>1.3 District based initiatives to</p>	<ul style="list-style-type: none"> <li>• School based study of GLEs in math and</li> </ul>	<p>March 2005</p>	<p>Central Falls has begun work on increasing the</p>



Objective # 2: Teacher candidates and beginning teachers will increase their ability to use technology effectively to increase K-12 student achievement.			
Activities	Benchmarks	Timeline	Work Accomplished 10/01/04 – 5/31/05
2.1 SOE/A&S dialogue includes modeling of technology use in the A&S curricula	<ul style="list-style-type: none"> <li>• ID of A&amp;S instructors who are exemplary users of technology in their IHE courses</li> <li>• Inclusion of examples of technology use in dialogue process</li> </ul>	June of each project year -2005 – 2009 Each dialogue – 2005 - 2009	A cross institutional team has met three times to identify ways in which IHE and district partners can share ideas on technology integration in preparation. An on-line discussion group has been established to support this dialogue.  Four of the six IHEs that have arts and science partners have begun the process of identifying exemplary users of technology.
2.2 K-12 training designed and implemented	<ul style="list-style-type: none"> <li>• Purchase of district mobile labs</li> <li>• Development K-12 tech training for fall and spring</li> <li>• ID Exemplary K-12 technology users. Professional development conducted in districts</li> </ul>	January 2005  Summers, 2005 – 2008 Each fall & spring – 2005 - 2009	Newport has purchased its equipment. Central Falls and Pawtucket delayed the purchase to the summer in response to building projects that were under way. Technology has been identified and is ready for purchase.  Planning is underway for ongoing training
Outcomes: The team has begun the process of instituting dialogues that will support a redesign of A&S curricula to incorporate technology more effectively into the teacher education experience across disciplines. Changes in preparation will lead to teacher candidates’ and beginning teachers’ use of technology in content-area instruction in the K-12 classroom increasing over the course of the project. Teacher candidates’ and beginning teachers’ confidence in the instructional use of technology with K-12 students will increase.			
Measure: In future years course syllabi and instructor surveys regarding technology use in A&S classes will be examined and an analysis of teacher candidates’ lesson plans and			

teaching logs to identify frequency and nature of technology integration over time will be conducted. Beginning in 2006 the *Confidence in Skills Survey* – designed and used for URI PT3 project to measure change in teacher candidates' confidence in their ability to use technology effectively in their teaching will be administered to a group of candidates.

Objective #3: Teacher candidates will become skilled in addressing issues of race, ethnicity, socio-economic status, language, and special needs in their instruction and learn to work more closely with families through their clinical experiences.			
Activities	Benchmarks	Timeline	Work Accomplished 10/01/04 – 5/31/05
3.1 Preparation programs work with consultants to redesign curriculum	All teacher preparation programs will revise curricula to include training of candidates in adapting instruction for diverse learners (i.e., racial, ethnic, socio economic, language, and special needs diversity). All teacher preparation programs will include work in the community, outside of schools, as part of the clinical experiences. At least 50% of the teacher preparation programs will establish community advisory groups for their clinical experiences.	June 2006	A cross institutional team has met five times to establish common goals at partner institutions that will promote valuing the diversity of learners and focus on supporting the academic achievement of these learners.
		June 2007	The team has scheduled an initial symposium for Diversity and Clinical Experiences on 06/28/05 that will include teachers, parents, community partners, and teacher education faculty. Dr. Beth Harry of the University of Miami will provide the context to kick off a discussion of what a teacher coming into each district needs to know and be able to do to succeed with students and families in the districts.
		June 2009	A follow-up seminar has been scheduled for 08/18/05 at which Dr. Asa Hilliard (tentative) of Georgia State University will continue the development work with this group.
3.2 Develop, validate, test, and implement teaching and assessment tasks for clinical experiences to foster	Teacher preparation programs will develop a set of valid assessment tasks that can be incorporated into clinical experiences. 10% of candidates in preparation programs will pilot test the instruments. Preparation program assessment systems modified to include new	June 2006  June 2007  June 2008	

culturally responsive teaching.	assessments, including training for clinical faculty and cooperating teachers.		
3.3 Work with community groups to establish ways in which candidates and beginning teachers establish new contacts with parents and students outside of the school.	<p>A community advisory panel with representation of key constituencies from the districts will be established.</p> <p>New structures for working with students and faculty outside of the school will be identified.</p> <p>10% of students and their cooperating teachers will be engaged in clinical experiences with some level of contact working with students and parents outside of the school.</p> <p>All preparation programs will revise curricula to include working with families to support student learning.</p>	<p>February 2005</p> <p>June 2005</p> <p>June 2007</p> <p>June 2009</p>	<p>The development team has worked with community groups in each of the partner districts to bring their representatives into the development work and summer institutes.</p>
<p><b>Outcomes:</b> This initial year was designed to develop teams to lead efforts by teacher preparation programs to strengthen clinical experiences and links to the communities by establishing community advisory groups, adding clinical experiences outside of school settings, revising curriculum to strengthen the emphasis on teaching English Language Learners, students with special needs, and students from various racial, ethnic, and economic backgrounds, increasing the emphasis on working with parents and families as part of teaching, and adding additional assessments to teacher preparation programs that emphasize these skills.</p>			
<p><b>Measure:</b> In subsequent years data collection will focus on disaggregated data on the new assessments reported by each program as part of the teacher preparation program approval process, interview protocols with community groups, and program approval standards review of clinical experiences.</p>			

Objective #4: Develop school-based induction programs to support preservice and beginning teachers that support school-based initiatives to increase retention of highly qualified teachers.			
Activities	Benchmarks	Timeline	Work Accomplished 10/01/04 – 5/31/05
4.1 Develop school-based induction programs	Six schools will be identified to develop school-based induction programs School teams will identify the specific needs of their building and beginning teachers. All provisionally and professionally certified teachers in these schools will have approved I-Plans 24 mentors trained in skills expected by the mentor program standards and tailored to building needs.	October 2004  February 2005  April 2005  July 2005 (and annually)	A cross district coordinating group has met four times to prioritize needs for the districts. The decision was made to focus on district-wide needs for mentoring and induction. The team has prioritized the skill and knowledge sets that are most needed in the districts, including work linked to the content, technology, and diversity efforts from the first three objectives and I-Plans for teachers. A summer institute has been scheduled for August 22-25 with the intent of training a minimum of 24 mentors.
4.2 Develop a model for intensive intervention for schools in need of support	A team from all partners will build a model for school intervention that culls from the successful practices of the first three years of the project. Three schools in need of improvement will be identified for intervention. Support through pre-service teachers, induction program, and professional development for teachers will be implemented.	April 2007  June 2007  September 2007	The Governing Board has noted that in subsequent years of the project the goal will be to bring the work of the various objectives together for a more focused model for schools in need of improvement.
4.3 Develop a	Survey and telephone protocols will be	June 2006	A coordinating team with representatives from the

<p>process for gathering feedback from program graduates on the quality of preparation</p>	<p>developed and administered to a sample of 25% of the 2005 graduates of RI teacher preparation programs. Programs will review results and make changes to assure that candidates are better prepared for beginning as teachers. Programs will implement a system for regularly collecting data from graduates to inform curriculum changes.</p>	<p>June 2007  June 2009</p>	<p>eight colleges and universities has been meeting monthly to design a common process for gathering feedback from graduates. The intent is to allow each program to modify the process to meet their individual needs. A draft survey instrument has been developed and will be reviewed by 2005 graduates at several institutions.</p>
<p>Outcomes: This Rhode Island Department of Education is working with the three school districts to improve mentor training in a way that will help establish a systematic induction program for beginning teachers to improve teacher quality and increase retention. The combination of improved partnerships, school-based induction programs, and professional development in support of I-Plans will be used to develop a comprehensive school support system in later years of the grant.</p>			
<p>Measure: Data collection will include data from surveys and interviews of beginning teachers and mentors; the percentage of beginning teachers in participating schools who continue in the profession; and the percentage of beginning teachers who are “highly qualified.”</p>			

Objective #5: Develop a prototype and implement a non-traditional certification program in a high needs area.			
Activities	Benchmarks	Timeline	Work Accomplished 10/01/04 – 5/31/05
5.1 Convene a development team to design a program prototype.	<p>Establish admissions criteria and process for candidates</p> <p>Initial draft of summer curriculum and courses</p> <p>Published criteria for mentors and the curriculum for their training</p> <p>Draft of support processes and assessment during clinical experience</p> <p>Revised materials based upon review and critique of prototype</p>	<p>December 2004</p> <p>March 2005</p> <p>March 2005</p> <p>May 2005</p> <p>June 2005</p>	<p>A development team composed of district personnel, leadership from four colleges, and the Rhode Island Department of Education has met five times to provide direction for the development of programs in chemistry, mathematics, physics and secondary special education that will begin in the summer of 2006. The leadership team has established the structure for admissions, curriculum, and mentoring and has identified teams that will meet this summer to provide more detail for the overall structure.</p>
5.2 Design summer training for candidates	<p>Completely designed curriculum and courses</p> <p>Implementation of curriculum with first cohort of 20 candidates.</p> <p>Implementation of revised curriculum with second cohort of 20 candidates.</p> <p>Modified curriculum to address additional certificates</p>	<p>August 2005</p> <p>August 2006</p> <p>August 2007</p> <p>August 2008</p>	<p>A team has been assembled that will meet 07/11-12/05 and 08/16-18/05 to complete the design of the curriculum within the parameters established by the design team.</p>
5.3 Design summer training for mentors	<p>Completely designed curriculum</p> <p>Implementation of curriculum with first cohort of 20 mentors.</p> <p>Implementation of revised curriculum with second cohort of 20 mentors.</p> <p>Modified curriculum to</p>	<p>August 2005</p> <p>August 2006</p> <p>August 2007</p> <p>August 2008</p>	<p>A team has been assembled that will meet 07/11-12/05 and 08/16-18/05 to complete the design of the curriculum within the parameters established by the design team.</p>

	address additional certificates		
5.4 Design of clinical component and assessments of candidates	<p>Completely designed curriculum and assessments</p> <p>Implementation of curriculum with first cohort of 20 candidates and mentors.</p> <p>Implementation of revised curriculum with second cohort of 20 candidates and mentors.</p> <p>Modified curriculum to address additional certificates</p>	<p>August 2005</p> <p>August 2006</p> <p>August 2007</p> <p>August 2008</p>	<p>A team has been assembled that will meet 07/11-12/05 and 08/16-18/05 to complete the design of the curriculum within the parameters established by the design team.</p>
<p>Outcomes: After Year 2, at least two non-traditional routes to certification will be established and at least 20 mentors will have been trained for this program. After Year 4, at least 20 teachers will be certified and highly qualified in high needs areas through the non-traditional route.</p>			
<p>Measure: The number of teachers in the identified high needs fields in the school districts that sponsor the program who meet the definition of highly qualified.</p>			