

RI

Johnson and Wales University
Traditional Report AY 2024-25
Rhode Island

REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

☒ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

8 Abbott Park Place

CITY

Providence

STATE

Rhode Island

ZIP

02903

SALUTATION

Mrs.

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. [\(\\$205\(a\)\(C\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year’s IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	PG	
13.1	Special Education	PG	
13.1303	Teacher Education - Business	PG	
13.99	Teacher Education - Other	PG	

Total number of teacher preparation programs:

4

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

☐ Yes

☒ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	☐ Yes ☐ No	☐ Yes ☐ No
Fingerprint check	☐ Yes ☐ No	☐ Yes ☐ No
Background check	☐ Yes ☐ No	☐ Yes ☐ No
Minimum number of courses/credits/semester hours completed	☐ Yes ☐ No	☐ Yes ☐ No
Minimum GPA	☐ Yes ☐ No	☐ Yes ☐ No
Minimum GPA in content area coursework	☐ Yes ☐ No	☐ Yes ☐ No
Minimum GPA in professional education coursework	☐ Yes ☐ No	☐ Yes ☐ No
Minimum ACT score	☐ Yes ☐ No	☐ Yes ☐ No
Minimum SAT score	☐ Yes ☐ No	☐ Yes ☐ No
Minimum basic skills test score	☐ Yes ☐ No	☐ Yes ☐ No
Subject area/academic content test or other subject matter verification	☐ Yes ☐ No	☐ Yes ☐ No
Recommendation(s)	☐ Yes ☐ No	☐ Yes ☐ No

Element	Admission	Completion
Essay or personal statement	☐ Yes ☐ No	☐ Yes ☐ No
Interview	☐ Yes ☐ No	☐ Yes ☐ No
Other Specify: 	☐ Yes ☐ No	☐ Yes ☐ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

Note: This section is preloaded from the prior year’s IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- ☒ Yes
- ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	☒ Yes ☐ No	☒ Yes ☐ No
Fingerprint check	☐ Yes ☒ No	☐ Yes ☒ No
Background check	☒ Yes ☐ No	☐ Yes ☒ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☐ Yes ☒ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☐ Yes ☒ No	☐ Yes ☒ No
Subject area/academic content test or other subject matter verification	☒ Yes ☐ No	☒ Yes ☐ No

Element	Admission	Completion
Recommendation(s)	☒ Yes ☐ No	☒ Yes ☐ No
Essay or personal statement	☒ Yes ☐ No	☒ Yes ☐ No
Interview	☒ Yes ☐ No	☐ Yes ☒ No
Other Specify: Portfolio Presentation - Final Program Assessment	☐ Yes ☒ No	☒ Yes ☐ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year’s IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2024-25. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- ☒ Yes
- ☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	168
Number of clock hours required for student teaching	960

Are there programs in which candidates are the teacher of record?

- ☐ Yes
- ☒ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)
--

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	7
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	9
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	18
Number of students in supervised clinical experience during this academic year	22

Please provide any additional information about or descriptions of the supervised clinical experiences:

Most of our students are placed in two student teaching placements during the program. Elementary education and elementary special education: (2 placements - 2 clinical educators) Business education and secondary special education: (2 placements - 2 clinical educators) Culinary Arts Education: (1 placement - 1 clinical educator) Please note first year students (8 students) completed their field experiences under the supervision of adjunct faculty.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2024-25 Total	
Total Number of Individuals Enrolled	22
Subset of Program Completers	12

Gender	Total Enrolled	Subset of Program Completers
Male	6	4
Female	16	8
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	2	1
Black or African American	4	3
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	14	8
Two or more races	1	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	1	0

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

THIS PAGE INCLUDES:

>>

[Teachers Prepared by Subject Area](#)

>>

[Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2024-25.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(§205\(b\)\(1\)\(H\)\)](#)

What are CIP Codes?

☐

No teachers prepared in academic year 2024-25

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	6
13.1202	Teacher Education - Elementary Education	2

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	4
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Culinary	6

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2024-25

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	6
13.1202	Teacher Education - Elementary Education	2
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	4
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Culinary	6
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify: 	

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(\\$205\(a\)\(1\)\(A\)\(iii\); \\$206\(b\)\)](#)

Program Assurances

Note: This section is preloaded from the prior year’s IPRC.

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

☒ Yes

☐ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

☒ Yes

☐ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

☒ Yes

☐ No

☐ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

☒ Yes

☐ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

☒ Yes

☐ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

☒ Yes

☐ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

☒ Yes

☐ No

8. Describe your institution’s most successful strategies in meeting the assurances listed above:

Adjunct faculty within our program are all current practitioners who work in a variety of settings/educational positions. They bring experiences with diverse student and parent populations to the general education and special education courses. Additionally, field experiences are completed in a number of general and special education settings in urban, suburban, and rural areas.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

>> [Report Progress on Last Year’s Goal \(2024-25\)](#)

>> [Review Current Year’s Goal \(2025-26\)](#)

>> [Set Next Year’s Goal \(2026-27\)](#)

Report Progress on Last Year’s Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- ☐

Yes
- ☒

No

2. Describe your goal.

3. Did your program meet the goal?

- ☐

Yes
- ☐

No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year’s Goal (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

☐

Yes

☒

No

8. Describe your goal.

Set Next Year’s Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

☐

Yes

☒

No

10. Describe your goal.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

>> [Report Progress on Last Year’s Goal \(2024-25\)](#)

>> [Review Current Year’s Goal \(2025-26\)](#)

>> [Set Next Year’s Goal \(2026-27\)](#)

Report Progress on Last Year’s Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- ☐

Yes
- ☒

No

2. Describe your goal.

3. Did your program meet the goal?

- ☐

Yes
- ☐

No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year’s Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- ☐ Yes
- ☒ No

10. Describe your goal.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2024-25\)](#)
- >> [Review Current Year’s Goal \(2025-26\)](#)
- >> [Set Next Year’s Goal \(2026-27\)](#)

Report Progress on Last Year’s Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal is to prepare 8 teachers in special education.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

4. Description of strategies used to achieve goal, if applicable:

One student completed in the fall semester of the 2025-2026 academic year due to a maternity leave and a second student completed in the same time frame due to personal reasons.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

N/A because these two students were delayed based on circumstances out of our control.

6. Provide any additional comments, exceptions and explanations below:

N/A

Review Current Year’s Goal (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

Our goal is to prepare 4 teachers in Special Education.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2024-25\)](#)
- >> [Review Current Year’s Goal \(2025-26\)](#)
- >> [Set Next Year’s Goal \(2026-27\)](#)

Report Progress on Last Year’s Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year’s Goal (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- ☐ Yes
- ☒ No

10. Describe your goal.

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	4			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	4			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2022-23	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	5			

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2024-25	6		
All program completers, 2023-24	6		
All program completers, 2022-23	9		
All program completers, combined 3 academic years	21	21	100

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☒ State
- ☐ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(\\$205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

☒ Yes

☐ No

b. use technology effectively to collect data to improve teaching and learning

☒ Yes

☐ No

c. use technology effectively to manage data to improve teaching and learning

☒ Yes

☐ No

d. use technology effectively to analyze data to improve teaching and learning

☒ Yes

☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

For each concentration, a map of technology has been developed by faculty members. The thread of technology is woven throughout the program, with a technology assessment given prior to student teaching. Listed below is the technology map for elementary/elementary special education teacher candidates' coursework. Similar technology use threads are also available for business/secondary special education and culinary arts education candidates' coursework. Google Classroom is utilized by all faculty members and therefore not listed individually under each specific course. Key: 1= introduced 2=deepening knowledge/interaction 3=applied knowledge 4=applied and assessed EDUC 5130: Foundations for Learning and Teaching • Flipped lecture (1-2) • Google docs & ULearn (1) • Student presentations (2-3) • Prezi • Student Response • ISTE standards (1) SPED 5110: Inclusive Teaching of Exceptional Learners • Instructional technology (1-2) • Special education-related technology (4) EDUC 5170: Best Practices in Literacy Instruction • Instructor models appropriate instructional tech using transparent facilitation (presentation programs/websites/resource sites) (1-2) • Google suite (3) • share and collect information and classwork, • provide individual feedback, • provide student materials • Instructor models tech use/app for differentiation of student lessons in field work (1-2) • Online blogs and discussion boards used in and between classes. Students are asked to react/reflect/share experiences/ask questions (3) EDUC 6120: Assessment for Student Learning • Use of spreadsheets to analyze assessment results (3) • Assessment strategies/programs: (3) I-ready, Do-Jo • Finding/Using technology-based resources for formative assessment strategies (3) EDUC 5260: Strategies for Teaching Mathematics • Students have multiple opportunities to engage with tech tools that can be used for: (3) building conceptual understanding, procedural fluency, application • Students develop and submit for feedback the following technology resources tied to research and standards at the grade level of their field placement: (3) Google Draw, Kahoot, Screencastify, using Virtual Manipulatives • Through readings/reflections,

students engage in discussion “forums” using Google Docs, Padlet and Coggle (3) SPED 5120: Assessment and Evaluation of Exceptional Learners • Use of online assessment/scoring programs (3) • Use of data systems and programs to interpret data (2) • Modeling use of online assignments and blended learning (1-2) SPED 5310: Partnership: Home, School, Community • Research community agency websites related to: Family engagement (3), Advocacy (3), Community supports (3) • Use of TeacherTube, The Teaching Channel, and other similar resources to support and improve collaboration efforts (2) SPED 5150: Curriculum and Methods for Exceptional Learners • Professor models PowerPoint, videos, website exploration, online tasks with links to explore to research co-teaching, use of RIDE website for IEP guidance and documents, Piktochart, online timer, google docs. • RIDE IEP template is used to produce a compliant, user-friendly IEP that meets all regulations. • Online study of co-teaching practices leading to a final tech-based product summarizing findings. • Posted shared google drive for others to review Google Slides, Google Docs, Google Sites, Word, and PowerPoint. • Creation of interactive study guides for text posted in Google Drive. • Interactive product, using Kahoot, Pear Deck, Online Games- Word Search/ Cross Word Puzzle Makers, Foldables, Google Draw- Graphic Organizer Maker, Flip Quiz and Google Sites. • Use of Google as a collaboration tool. • Creation of an adapted tool or resource to support a student with independence in the general education setting. • Electronic Reflective Journal includes images • Resource for student teaching and beyond SPED 6110: Understanding and Managing Behavior • Use of classroom management websites/resources (3) • Behavior management sites (3) • Use of video/films (2) SPED 6400: Specialized Instruction • Interactive collaboration platforms Zoom, Jamboard, Notecatcher (3) • Use of videos (4) • RIDE website and forms (4) • Websites for intervention strategies (3) EDUC 6230: Disciplinary Literacy in the Social Studies Classroom • Instructor uses Google Classroom to share and collect information including: Course materials, course assignments, online links, student work feedback (4) • Each course session is available online with instructor-provided content. Students required to react/reflect/share using online discussion platforms (4) • Teacher candidate demonstrates appropriate technology use (presentation programs/social studies relevant websites and online resources) (3) • Use of technology to differentiate instruction (3) • Promote digital literacy/citizenship in a purposeful way to meet student learning outcomes (2) EDUC 5280: Strategies for Teaching Science • Students have multiple opportunities to engage with tech tools that can be used for: (3) building conceptual understanding, procedural fluency, application. • Technology is used to personalize learning through blended learning models including station rotation (1-3) • Google Suite for Education (1-3) EDUC 6910/6920: Student Teaching: Elementary Education Parts 1 and Part 2 During student teaching, teacher candidates are expected to apply all technology knowledge and skills developed during coursework to the authentic work of the school site. The close working relationship between the clinical educator and student teacher fosters an on-going formative feedback cycle in real-time, with formal summative assessment points built in four times during the 60-day full time placement. The assessments are based on the work of Charlotte Danielson, and feature common elements with the RI and Innovation assessment models in use in RI. In addition to the assessment plan involving the clinical educator, a university supervisor is assigned to each placement. This individual represents the program level assessment that is done to ensure that the teacher candidate is making progress toward readiness for certification. They will visit four times, observing a lesson each time, and meeting with both the teacher candidate and the clinical educator to ask questions, provide support and feedback, and provide guidance on next steps. The first three assessments are focused primarily on the lesson, and the fourth is an overall summative assessment of the student teacher’s progress. SPED 6915/6925: Student Teaching: Elementary Special Education Parts 1 and Part 2 During student teaching, teacher candidates are expected to apply all technology knowledge and skills developed during coursework to the authentic work of the school site. The close working relationship between the clinical educator and student teacher fosters an on-going formative feedback cycle in real-time, with formal summative assessment points built in four times during the 60-day full time placement. The assessments are based on the work of Charlotte Danielson, and feature common elements with the RI and Innovation assessment models in use in RI. In addition to the assessment plan involving the clinical educator, a university supervisor is assigned to each placement. This individual represents the program level assessment that is done to ensure that the teacher candidate is making progress toward readiness for certification. They will visit four times, observing a lesson each time, and meeting with both the teacher candidate and the clinical educator to ask questions, provide support and feedback, and provide guidance on next steps. The first three assessments are focused primarily on the lesson, and the fourth is an overall summative assessment of the student teacher’s progress.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year’s IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

Elementary and business teacher candidates are eligible for dual certification - in their content area, and in special education. The teacher candidates take six special education courses, participate in field experiences in a variety of special education settings, and student teach for sixty days in a general education classroom where they work collaboratively with special educators to support students with disabilities and participate as a member of the IEP team when applicable. Culinary arts teacher candidates are not eligible for special education certification, but are required to take one special education course, so they are equipped with knowledge of federal and state law regarding special education, and ready to participate as a member of an IEP team as well as work collaboratively with special educators. Additionally, teacher candidates are prepared in the Science of Reading at the awareness level for culinary and at the proficiency level for elementary and business through the Bridge RI Right to Read Modules and through programmatic coursework.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

While most teacher preparation programs have candidates take one to two special education courses, because our program is a dual certification program, Business and Elementary candidates take six specific courses listed below that focus on this area and Culinary candidates take only the first one listed below (since they are only certified in culinary education). SPED 5110 Inclusive Teaching of Exceptional Learners. COURSE DESCRIPTION: This course examines the theoretical perspectives, general procedures, federal law and Rhode Island regulations of educating students with exceptionalities in today’s schools. Special attention is given to the inclusion of students with exceptionalities in the regular classroom to ensure access to high quality teaching and learning. Parent involvement and advocacy are examined. Participants gain experience and understanding that inclusive practices are intricate and have opportunities to observe, reflect upon and apply best practices in collaboration through their lab experience and course content. Participants gain knowledge of the characteristics and needs of all students, including gifted and talented students and those from diverse backgrounds. This course offers teacher candidates the opportunity to participate in the following: 1. Identify the rationale for and historical points of view of the inclusion of students with exceptionalities and varying cultural backgrounds into general education setting; 2. Identify the collaborative roles of the general and special education teachers, other school professionals and parents in providing appropriate educational interventions to students with exceptionalities; 3. Explain the federal and state policies and practices pertaining to the identification and education of students who qualify, as well as the identification of gifted and talented students; 4. Classify the educational characteristics and needs of students according to the disabilities categories of IDEA as well as those identified as gifted and talented; 5. Identify instructional modifications, adaptations, assistive technology and accommodations appropriate for each of the disability categories identified via IDEA, as well as those appropriate to servicing gifted and talented students including the identification of and service to students with exceptionalities; 6. Apply the principles of the dynamics of evaluation teams including parental involvement; 7. Explain the role of families in the educational process; 8. Articulate a personal philosophy of education. SPED 5120 Assessment and Evaluation of Exceptional Learners. COURSE DESCRIPTION: Candidates learn the steps in the special education referral and evaluation process as delineated by Rhode Island and Federal regulations. Student learn to do the following: use methods and tools of structured observations, determine appropriate assessments, and discuss test results as a member of an evaluation team. Participants learn the role of the special educator as an advocate and the necessity of maintaining confidentiality. This course offers teacher candidates the opportunity to participate in the following: 1. Describe and discuss the assessment process including benchmark/screening, MTSS, RTI, special education eligibility criteria and referral, diagnostic evaluation, instructional planning and services, and progress monitoring; 2. Distinguish between norm-referenced assessments curriculum-based assessments, task and error analysis, and observation and criterion referenced assessment; 3. Identify and discuss laws, ethical responsibilities, and issues in assessment, including non- discriminatory evaluation and the implications in today’s schools as defined by such professional associations as Council for Exceptional Children; 4. Administer, score, and interpret a standardized educational assessment; 5. Research and discuss technical features of tests to include norms, validity, reliability, and measurement of error; 6. Interpret assessments in relationship to students’ culturally and/or linguistically diverse backgrounds; 7. Write an educational assessment report based on assessment information and develop corresponding IEP and/or appropriate intervention strategies; 8. Communicate assessment

information to parents and professionals; 9. Demonstrate professionalism through the JWU disposition rubric. SPED 5150 Curriculum and Methods for Exceptional Learners. COURSE DESCRIPTION: This course is designed to teach participants how to develop instruction that targets the learning differences of students with exceptionalities. Participants interpret data within a problem-solving framework with the goal of enabling exceptional learners to succeed. Curriculum-based evaluation procedures are used to identify important learning goals in content areas and use instructional strategies, accommodations and modifications to facilitate student learning and progress monitoring. Additionally, participants develop and interpret Individualized Education Plans (IEPs) to design explicit instruction and individualize to meet student needs. This course offers teacher candidates the opportunity to participate in the following: 1. Articulate varied purposes for screening, progress-monitoring, and diagnostic assessments; 2. Synthesize a variety of data to select instructional approaches and materials; 3. Apply a systematic problem-solving approach to interpret curriculum-based measurement (cbm) data; 4. Explain various delivery models including types of inclusive practices such as collaboration and co-teaching; 5. Adapt and modify instructional materials, settings, and approaches to maximize student learning in the least restrictive environment using universal design for learning (udl), differentiated instruction (di), assistive technology and other methods. 6. Develop effective IEPs at the elementary and secondary level that meet student academic and functional needs. SPED 5310 Partnerships: Home, School, Community COURSE DESCRIPTION: This course prepares participants to effectively collaborate with families, educators, related service providers, and personnel from community agencies in culturally responsive ways, particularly as it relates to the IEP process. Participants are taught to focus on the role of the family as addressed by federal and state laws, and to work through the special education process of referrals, evaluations, Individual Education Plans (IEPs), and transitions of individuals with exceptional learning needs. Participants explore and develop transition plans for students with exceptionalities and they learn the role of the special educator as student advocate and facilitator of collaboration. An important focus of the course is to identify effective strategies to enhance communication and collaboration among families, school staff, and community resources. This course offers teacher candidates the opportunity to participate in the following: 1. Describe the collaborative process of effective co-teaching in a diverse learning environment. 2. Communicate clearly, understandably, and sensitively, in written and verbal formats 3. Write a cultural autobiography that reflects an understanding of how personal cultural background influences teaching practice. 4. Identify an array of community-based resources to support the systems approach to the special education process. 5. Collect and present data gathered from community-based agencies that provide supports to families of students with disabilities. 6. Define the roles and responsibilities of school-based medical and related services personnel in identifying, assessing, and providing services to students with disabilities. 7. Identify and describe effective transition processes for students with disabilities. SPED 6110 Understanding and Managing Behaviors in a Diverse Classroom COURSE DESCRIPTION: This course examines the fundamentals of classroom management and student behavior that are critical to successful learning environments, social interactions and student achievement. The course presents research and effective strategies for developing and maintaining appropriate standards of behavior, classroom organization, management, and optimal use of learning time. Additionally, it addresses the social, emotional, and behavioral aspects of working with exceptional learners. A range of social, emotional, behavioral, and psycho-educational theories and interventions are examined and discussed. This course offers teacher candidates the opportunity to participate in the following: 1. Design and implement clear and consistent behavioral expectations in the learning environment; 2. Establish culturally sensitive routines and practices into the school day that build and sustain a safe learning community, self-advocacy, and social-emotional learning for all students; 3. Apply principles and current research on community-building, systems for academic and behavioral reinforcement, and problem solving to meet the needs of exceptional learners; 4. Select an array of communication strategies for use with appropriate stakeholders regarding both positive and disruptive behaviors; 5. Implement the functional behavior assessment (FBA) process and create behavioral intervention plan (BIP) supports for students who pose social and/or emotional challenges; 6. Describe strategies for crisis prevention and intervention, including universal precautions; 7. Create tools for ongoing social, emotional, and behavioral assessment to ensure a safe, equitable, and supportive learning environment. SPED 6400 Specialized Instruction COURSE DESCRIPTION: This course explores research-based and data-driven instructional methodologies and approaches to address the unique needs of exceptional learners. Providing an appropriate education to children with exceptional needs is a responsibility addressed and defined in the 2017 Endrew F. Supreme Court decision. Participants learn how to connect student assessment data, IEP goals & objectives, high-leverage instructional practices and ongoing progress monitoring to ensure meaningful progress toward achieving grade-level standards in an inclusive (or otherwise least restrictive) setting. Special attention is given to instruction in reading, writing and mathematics. Participants review case studies to determine, plan, implement and monitor the effectiveness of specialized instruction in the practicum setting under the supervision of certified professional staff. A comprehensive review of available on-line and other professional resources to guide instructional decisions is also explored. This course offers teacher candidates the opportunity to participate in the following: 1. Define and differentiate between best practices in general education, accommodations, modifications and specialized instruction. 2. Access professional resources to advance one's own professional learning and make instructional decisions that address the unique needs of individual learners. 3. Use individual student assessment data to select IEP goals/objectives and to identify, implement, and monitor the effectiveness of specialized instruction to ensure appropriate academic growth. 4. Identify common, content-specific goal areas and suggest/describe research-based strategies and supports to be considered when designing specially designed instruction to meet the unique learning needs of individual students (For example, specific manipulatives to explore mathematical concepts; Various text-interaction strategies to develop reading comprehension skills). 5. Identify and utilize various assistive and instructional technologies to address the unique needs of individual learners. 6. Apply the concept of Data-Based Individualization (DBI) to provide intensive instruction to students with the most significant academic needs. 7. Research and apply various approaches to explicitly teach cognitive and metacognitive strategies to support learning and independence. 8. Design scaffolded supports to provide temporary assistance to students who are not yet independent with particular content tasks and develop plans to gradually release said supports as independence increases. 9. Provide high-quality feedback that is timely, strategic, constructive and targeted to specific instructional goals.

c. Effectively teach students who are limited English proficient.

All of the theory courses in Elementary, Business, and Culinary Education include the following: • Lesson plans include explanation of how to meet diverse student needs for the population in field placements: academic level, MLL, special education, use of field placement teacher data to determine equitable instructional goals, and planning for equity. Lesson plans are reviewed and reflected on through an equity lens. Peer and faculty

feedback is provided and revisions are made. Several of the Special Education Courses, which all of general education (business and elementary) candidates take, include the following: • Practices to support diversity and equity • Knowledge of one's own culture and bias • Honoring cultural differences • Communicating with diverse families • "Exclusionary" variables that prevent a SLD diagnosis • Assuring equity in terms of assessment practices • MLL/Matrix 2: home language and culture • Equitable and appropriate accommodations & modifications for speech/language disabilities & MLL

2. Does your program prepare special education teachers?

- ☒ Yes
☐ No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

Elementary and business teacher candidates are eligible for dual certification - in their content area, and in special education. They take six special education courses, participate in field experiences in special education settings, and student teach for sixty days in a special education classroom. With the guidance of their special education clinical educator, teacher candidates work collaboratively with general education teachers to support students on their caseload. The six special education courses include: SPED 5110 Inclusive Teaching of Exceptional Learners, SPED 5120 Assessment and Evaluation of Exceptional Learners, SPED 5310 Partnership: Home, School, Community, SPED 5150 Curriculum and Methods for Exceptional Learners, SPED 6110 Understanding and Managing Behavior, and SPED 6400 Specialized Instruction. See descriptions of courses above in 1B.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

The following three special education courses, as well as the sixty day student teaching placement in special education, specifically focus on training teacher candidates to prepare for and participate in the IEP process. SPED 5120 Assessment and Evaluation of Exceptional Learners. COURSE DESCRIPTION: Candidates learn the steps in the special education referral and evaluation process as delineated by Rhode Island and Federal regulations. Student learn to do the following: use methods and tools of structured observations, determine appropriate assessments, and discuss test results as a member of an evaluation team. Participants learn the role of the special educator as an advocate and the necessity of maintaining confidentiality. SPED 5110 Inclusive Teaching of Exceptional Learners. COURSE DESCRIPTION: This course examines the theoretical perspectives, general procedures, federal law and Rhode Island regulations of educating students with exceptionalities in today's schools. Special attention is given to the inclusion of students with exceptionalities in the regular classroom to ensure access to high quality teaching and learning. Parent involvement and advocacy are examined. Participants gain experience and understanding that inclusive practices are intricate and have opportunities to observe, reflect upon and apply best practices in collaboration through their lab experience and course content. Participants gain knowledge of the characteristics and needs of all students, including gifted and talented students and those from diverse backgrounds. This course offers teacher candidates the opportunity to participate in the following: 1. Identify the rationale for and historical points of view of the inclusion of students with exceptionalities and varying cultural backgrounds into general education setting; 2. Identify the collaborative roles of the general and special education teachers, other school professionals and parents in providing appropriate educational interventions to students with exceptionalities; 3. Explain the federal and state policies and practices pertaining to the identification and education of students who qualify, as well as the identification of gifted and talented students; 4. Classify the educational characteristics and needs of students according to the disabilities categories of IDEA as well as those identified as gifted and talented; 5. Identify instructional modifications, adaptations, assistive technology and accommodations appropriate for each of the disability categories identified via IDEA, as well as those appropriate to servicing gifted and talented students including the identification of and service to students with exceptionalities; 6. Apply the principles of the dynamics of evaluation teams including parental involvement; 7. Explain the role of families in the educational process; 8. Articulate a personal philosophy of education. SPED 5150 Curriculum and Methods for Exceptional Learners. COURSE DESCRIPTION: This course is designed to teach participants how to develop instruction that targets the learning differences of students with exceptionalities. Participants interpret data within a problem-solving framework with the goal of enabling exceptional learners to succeed. Curriculum-based evaluation procedures are used to identify important learning goals in content areas and use instructional strategies, accommodations and modifications to facilitate student learning and progress monitoring. Additionally, participants develop and interpret Individualized Education Plans (IEPs) to design explicit instruction and individualize to meet student needs. This course offers teacher candidates the opportunity to participate in the following: 1. Articulate varied purposes for screening, progress-monitoring, and diagnostic assessments; 2. Synthesize a variety of data to select instructional approaches and materials; 3. Apply a systematic problem-solving approach to interpret curriculum-based measurement (cbm) data; 4. Explain various delivery models including types of inclusive practices such as collaboration and co-teaching; 5. Adapt and modify instructional materials, settings, and approaches to maximize student learning in the least restrictive environment using universal design for learning (udl), differentiated instruction (di), assistive technology and other methods. 6. Develop effective IEPs at the elementary and secondary level that meet student academic and functional needs. This course offers teacher candidates the opportunity to participate in the following: 1. Articulate varied purposes for screening, progress-monitoring, and diagnostic assessments. 2. Synthesize a variety of data to select instructional approaches and materials. 3. Apply a systematic problem-solving approach to interpret curriculum-based measurement (cbm) data. 4. Explain various delivery models including types of inclusive practices such as collaboration and co-teaching. 5. Adapt and modify instructional materials,

settings, and approaches to maximize student learning in the least restrictive environment using universal design for learning (udl), differentiated instruction (di), assistive technology and other methods. 6. Develop effective IEPs at the elementary and secondary level that meet student academic and functional needs.

c. Effectively teach students who are limited English proficient.

All of the theory courses in Elementary, Business, and Culinary Education include the following: • Lesson plans include explanation of how to meet diverse student needs for population in field placement: academic level, literacy connection, MLL, special education, use of field placement teacher data to determine equitable instructional goals and planning for equity. Lesson plans are reviewed and reflected on through an equity lens. Peer and faculty feedback is provided, and revisions are made. Several of the Special Education Courses include the following: • Practices to support diversity and equity • Knowledge of one's own culture and bias • Honoring cultural differences • Communicating with diverse families • “Exclusionary” variables that prevent a SLD diagnosis • Assuring equity in terms of assessment practices • MLL/Matrix 2: home language and culture • Equitable and appropriate accommodations & modifications for speech/language disabilities & MLL

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The Johnson & Wales MAT program is designed as a cohesive program for teacher preparation with coursework that is developed to deliver the best in teaching and learning strategies and knowledge across all content areas. The JWU program prepares teacher candidates for certification in elementary education/elementary special education, business/secondary special education, and culinary arts education. All teacher candidates are prepared in the Science of Reading with culinary candidates achieving an awareness level and elementary/elementary special education and business/secondary special education candidates achieving proficiency. Teacher candidates begin their study in the first term with foundational knowledge about learning theory, learning differences, and educational psychology. Professors tailor assignments to the candidates’ specific concentration(s) and students are placed in field experiences that reflect the concentration—business, culinary, elementary, and/or special education (elementary or secondary). For example, business/secondary education students will be placed in field experiences in high school business and/or special education classrooms, and course assessments (projects, etc.) will focus on these concentration areas whenever appropriate. Using best practices related to differentiation of instruction, our professors meet the needs of groups of learners by using examples from and assignment/projects that encompass issues/problems in their specific field of study. Students are able to learn from/with one another and also have the added benefit of seeing problems of practice from a variety of viewpoints—much like the real environment of schools where professionals with different areas of expertise must work together to support the needs of every student. As the semesters progress, students eventually move into concentration-specific coursework. They also continue to learn with/from one another in coursework reflecting topics such as classroom management, assessment for student learning, collaboration (home, school, community), and curriculum/methods for exceptional learners. We believe that this program design allows our candidates a balanced preparation, providing very specific knowledge and skills development within their concentration, while providing a broad, “big-picture” view that supports and encourages collaboration with all members of the school community.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you’d like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Jill Waldman

TITLE:

Teacher Education Program Specialist

Certification of review of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Cynthia Senenko

TITLE:

Director of Teacher Education