Enclosure 6a
August 18, 2020

State of Rhode Island
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Angélica Infante-Green
Commissioner

August 18, 2020

TO: Members of the Council on Elementary and Secondary Education

FROM: Angélica Infante-Green, Commissioner A. Infante

RE: Approval of the Revised Regulations Governing the Certification of Educators in Rhode Island

Over a year ago, RIDE initiated informal conversations and meetings with educators and associations across Rhode Island to discuss modifications to the regulations governing educator certification. Prior to posting draft regulations for public comment, RIDE engaged in public conversations between January and May 2020 with the Council, and met multiple times with educator groups, professional associations, and educator preparation program providers. The version of the regulations that was posted for public comment was informed and improved by these many rounds of discussions. As a result of public comment received and ongoing discussions, we have made additional modifications.

RECOMMENDATION: That, the Council on Elementary and Secondary Education approves the Revised Regulations Governing the Certification of Educators in Rhode Island.

200-RICR-20-20-1

TITLE 200 – BOARD OF EDUCATION

CHAPTER 20 – COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION

SUBCHAPTER 20 – EDUCATOR QUALITY AND CERTIFICATION

PART 1 – Regulations Governing the Certification of Educators in Rhode Island

1.1 Purpose, Scope, and Authority

A. Pursuant to R.I. Gen. Laws § 16-11-1, the educators in Rhode Island public schools are required to attain certification. Pursuant to R.I. Gen. Laws § 16-60-4, the responsibility for setting regulations for certification rests with the Council on Elementary and Secondary Education (Council). The purpose of these regulations is to update the requirements and procedures that govern educator certification in Rhode Island. These regulations detail a comprehensive redesign of the certification system that will go into effect as the Rhode Island Department of Education (RIDE) creates supports necessary to implement the revisions.

B. All changes go into effect immediately, unless otherwise noted. The one (1) year residency requirement for all teacher certificates will go into effect December 31, 2022 for all entering program candidates. RIDE will work in consultation with preparation program providers to outline implementation details for the one (1) year practical residency.

1.2 Definitions

A. As used in this Part the following words and terms have the following meaning.

1. “Administrator certificate” means a certification issued to educators whose primary duties may include the supervision of programs or curriculum or the supervision or management of a local educational agency, a school building, a school program, or a school system.

2. “Administrative knowledge of field competencies” means the knowledge and skills established by the applicable national professional association as core competencies for administrators that define the range of expectations for the specific certification administrative position(s) addressed by the certification area.

3. “Administrator knowledge of field testing” is the use of assessments to evaluate the knowledge of field and skills of a prospective administrator in the specific administrator area.

4. “Advanced educator certificate” means the third and highest level in the three-tier system of full certification. This level of certification is held by educators who consistently demonstrate accomplished practice.

5. “Alternate route preliminary certificate” means a preliminary certificate awarded to prospective educators who are enrolled in a Rhode Island approved alternate route preparation program and who have been offered a position in a district to serve as an educator of record while completing certification requirements.

6. “Approved program route to educator certification” or “Approved program” means a post-secondary educator preparation program that holds approved status under the program approval standards of the Rhode Island Department of Education.

7. “Building level administrator” means any individual responsible for the administration of a PK-12 school, including principals, assistant principals, and charter school chief administrators.

8. “Career and technical education preliminary certificate” means a preliminary certificate awarded to prospective educators who have a high school diploma and who have demonstrated that they have appropriate work experience in their respective career and technical fields. These prospective educators can seek employment as teachers of record in employing agencies that are willing to employ them while the individuals pursue full certification.

9. “Certificate” means a document issued by the Rhode Island Department of Education that identifies the area(s) of certification held by an educator and the date of issuance and date of expiration between which the certificate is valid.

10. “Certification area” means the specific educational subject matter and grade ranges that a teacher is qualified to teach, the specific level of administration and grade ranges that an administrator is qualified to lead, or the specific role in which a support professional is qualified to serve.

11. “Certification route” means a pathway of preparation through which a prospective educator attains certification.

12. “Certification fees” means fees set by the Council on Elementary and Secondary Education to issue certificates.

13. “Credential development plan” means a plan for review and monitoring by RIDE to gain certification for Prospective Educators who hold a preliminary certificate while pursuing certification. The plan describes how the individual will demonstrate evidence of meeting competency, assessment, and field experience requirements.

14. "Credential review route to certification" or “Credential review route” means the process of reviewing an applicant’s preparation against a set of standards and criteria to determine eligibility for certification. The process of review may include a review of preparation, field experience, and testing results.

15. “Educator of record” means a certified teacher, administrator, or support professional in Rhode Island public schools. Teachers of record are responsible for providing instruction and determining student grades. Administrators of record are responsible for the supervision and management of schools, school programs, and school districts. Support professionals of record are responsible for instructional leadership or serving as a specialist/consultant or a related service provider.

16. “Emergency route preliminary certificate” means a preliminary certificate awarded to prospective educators at the request of an employing agency when a fully-certified and qualified educator who meets the criteria for the position cannot be secured.

17. “Employing agency” means any school committee, school board, charter school, educational collaborative, state approved special education program and state funded pre-kindergarten program, or other public school entity responsible for hiring certified educators.

18. "Endorsement" means added to an existing valid teacher, support professional or administrator certificate in recognition of specialized or advanced expertise in an area.

19. “English language competency testing” means the assessment of competency in English for prospective educators who completed educator preparation in a program where the language of instruction was a language other than English.

20. “Expert residency preliminary certificate” means a preliminary certificate awarded to prospective educators who demonstrate sufficient preparation in subject matter, administrative expertise, or other certificate area specific requirements to be considered for positions as educators while pursuing certification. These prospective educators can seek employment as teachers of record in employing agencies that are willing to employ them while the individual pursues full certification. Certified educators seeking to add new certification areas may also use the Expert Residency Certificate as part of a route to certification in that area.

21. "Expert residency shortages preliminary certificate" means a preliminary certificate awarded to prospective educators who demonstrate sufficient proficiency in the related subject matter. The certificate is requested by the employing agency while the individual pursues full certification.

22. “Extension of certificate” means a one (1) year extension of a certificate when certified educators experience an interruption in employment and are unable to provide performance data from state approved local evaluations for each year of a certificate at the time of certificate renewal.

23. "Fast-track principal” means a certificate awarded to educators who meet the requirements of R.I. Gen. Laws § 16-11-9 and these regulations. It is designed to recognize teaching experience to allow for an expedited pathway to principal certification. An educator may also qualify for the Fast Track Expert Residency Preliminary Certificate which can be awarded to educators with a minimum of ten (10) years of experience who demonstrate sufficient leadership qualities. The certificate is requested by the employing agency while the individual pursues full certification.

24. “Full certificate” means a multi-year certificate that demonstrates the educator has met all Rhode Island requirements for certification and is included in the three (3) tier system of Rhode Island educator certificates.

25. “Independent certificate area” means an area in which certification can be obtained independent of, or not requiring, certification in another area.

26. “Initial educator certificate” means the first level in the three (3) tier system of full certification. This level of certification is held by all educators when they are certified for the first time in Rhode Island.

27. “Internship” means an extended field-based experience that provides a prospective administrator or support professional the opportunity to develop skills in school or school district contexts.

28. “Local educator evaluation system” means a RIDE approved educator evaluation system that meets Rhode Island Educator Evaluation System Standards pursuant to this Part.

29. “Major equivalent” means presentation of thirty (30) or more hours of coursework in a closely related content field deemed to be acceptable by the Rhode Island Department of Education by applicants who did not complete a major in the required content field.

30. “National Association of State Directors of Teacher Education and Certification (NASDTEC)” means the professional organization that represents professional standards boards, commissions and state departments of education in all fifty (50) states, the District of Columbia, the Department of Defense Educational Activity, and the U.S. Territories which are responsible for the preparation, licensure and discipline of educational personnel. NASDTEC administers the Interstate Agreement for Educator Licensure that supports reciprocity of certification across the various state jurisdictions.

31. “One-year practical residency” means an approach to the clinical preparation of teachers that combines theories of teaching with experiential learning. Teacher residencies are designed to approximate the breadth and depth of preparing to be the primary certified teacher in a classroom. The residency may take place over the course of one (1) year or may take place over multiple terms, as long as a minimum intensive, full teaching load experience is built in. While general field experience is designed to expose future teachers to a variety of educational settings and children, the one (1) year practical residency is designed to provide deep instructional practice.

32. “Pedagogy testing” means the use of assessments to evaluate the knowledge of teaching of a prospective teacher.

33. “Practicum” means a field-based experience in educator preparation that provides the prospective educator the opportunity to apply knowledge in the context of a school or other educational setting. Practicum is a requirement to add an additional category of teaching certification beyond a first area of teaching certification.

34. “Preliminary educator certificates” means certificates that allow educators who are not fully certified to serve as educators of record while pursuing certification. Alternate Route Preliminary, Career and Technical Education Preliminary, Emergency Preliminary, Expert Residency Preliminary, Temporary Initial Educator Preliminary, and Visiting Lecturer Preliminary are the six (6) types of preliminary educator certificates. These certificates are not “full certificates” of the National Association of State Directors of Education and Certification (NASDTEC) certification system and do not qualify for certification in other states through reciprocity.

35. “Professional competencies” means the knowledge and skills defined in the Rhode Island Professional Teaching Standards, the Rhode Island Standards for Educational Leaders, and national professional associations that articulate the professional standards for all teachers, administrators, and support professionals.

36. “Professional educator certificate” means the second level in the three (3) tier system of full certification. This level of certification is awarded to holders of Initial Educator Certificates once they complete the required professional learning units.

37. "Professional learning units" means the hours or demonstration of competencies as part of certification renewal requirements for all Full Certificates.

38. “Reciprocity route to educator certification” means the process by which Rhode Island issues certification to educators who completed approved educator preparation programs or hold full certification in another state.

39. “Reinstatement fee” means the fee charged to reinstate an expired certificate or a certificate that was non-renewed based on performance. The appropriate certification fee is also required for reinstatement.

40. “Regionally accredited institution” means a college or university that awards a bachelor’s or higher degree and, if located within the United States, is fully accredited by one (1) of the following regional accrediting bodies: Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

41. “Rhode Island Professional Teaching Standards (RIPTS)” means the standards that identify the professional knowledge and skills expected of all teachers.

42. “Rhode Island Standards for Education Leaders (RISEL)” means the standards that identify the professional knowledge and skills expected of all administrators.

43. "Registered school nurse" means a professional, registered nurse who provides health services. A Registered School Nurse is not a classroom teacher, though may consult with classroom teachers for related content design and delivery.

44. "Special provisional certificate" means issued to educators who hold Initial, Professional, or Advanced Educator Certificates and did not obtain approval or did not complete professional learning unit requirements. The Special Provisional Certificate can only be issued once during the time of an educator's career.

45 “Substitute teacher” means an individual who is employed on a temporary basis to fill in for a teacher on a day to day or long-term basis.

46. “Support professional certificate” means issued to an educator, other than a teacher or administrator, who has primary responsibility as an instructional leader, a specialist/consultant, or a related service provider in schools.

47. “Support professional knowledge of field competencies” means the knowledge and skills established by the applicable national professional association as core competencies for support professionals that define the

range of expectations for the specific support professional position(s) addressed by the certification area.

48. “Support professional knowledge of field testing” means the use of assessments to evaluate the knowledge of field and skills of a prospective support professional in the specific support professional area.

49. “Teacher certificate” means issued to a person whose primary responsibility is to instruct students.

50. “Teacher content competencies” means the knowledge and skills defined by professional associations as core subject matter competencies for teachers within the specific certification content area.

51. “Teacher content testing” means the use of assessments to evaluate the subject matter knowledge and skills of a prospective teacher in the specific teaching area.

52. “Temporary initial educator certificate” means a Preliminary Certificate issued for a limited duration to applicants who seek certification through reciprocity and who meet all requirements for the Initial Educator Certificate except for the testing requirement, including the English Language Competency Test when applicable. This certificate allows the applicant time to take the test that may not have been available in their state. The educator does not have a Rhode Island “Full Certificate” until the testing requirement is met and an Initial Educator Certificate is issued.

53. “Visiting lecturer preliminary certificate” is a preliminary certificate awarded to individuals with distinctive qualifications and, therefore, a unique capacity to enhance educational programs in districts and who have been offered employment in districts. This certificate is not a route to full certification.

1.3 Rhode Island Professional Educator Standards

1.3.1 Educator Standards

A. RIDE has established teaching and leadership standards, as well as a code of professional responsibility for educators in Rhode Island.

1. Rhode Island Professional Teaching Standards.

2. Rhode Island Standards for Educational Leadership.

3. Rhode Island Code of Professional Responsibility.

1.3.2 Rhode Island Professional Teaching Standards

A. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.

1. Reflect a variety of academic, social, and cultural experiences in their teaching.

2. Use a broad content knowledge base sufficient to create interdisciplinary learning experiences designed to ensure that all students achieve state standards for content and achievement.

3. Exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students.

4. Facilitate student involvement in the school and wider communities.

B. Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines/content areas they teach.

1. Know their discipline/content and understand how knowledge in their discipline is created, organized, and linked to other disciplines and applied beyond the school setting.

2. Design instruction that addresses the core skills, concepts, and ideas of the disciplines/content areas to help all students meet Rhode Island's learning standards.

3. Select appropriate instructional materials and resources (including technological resources) based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts in the discipline/content areas.

4. Engage students in a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help all students develop conceptual understanding.

5. Represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts and encourage all students to see, question, and interpret concepts from a variety of perspectives.

C. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

1. Understand how students use their prior knowledge to construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning.

2. Design instruction that meets the current cognitive, social, and personal needs of their students.

3. Create age-appropriate lessons and activities that meet the variety of developmental levels of students within a class.

D. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

1. Design instruction that accommodates individual differences in approaches to learning.

2. Use their understanding of students to create connections between the subject matter and student experiences.

3. Seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students where appropriate.

4. Make appropriate accommodations and modifications for individual students who have identified learning differences or needs in an Individualized Educational Plan (IEP), 504 Accommodation Plan, Personal Literacy Plans (PLPs), or other approved school-based individualized learning plans (ILPs).

E. Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, performance skills, and literacy across content areas.

1. Design lessons that extend beyond factual recall and challenge students to develop higher-level cognitive skills.

2. Pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives.

3. Make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem.

4. Engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence.

5. Use tasks that engage students in exploration, discovery, and hands-on activities.

F. Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

1. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained.

2. Establish a safe, secure, and nurturing learning environment that supports the active engagement of all students.

3. Provide and structure the time necessary to explore important concepts and ideas.

4. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking.

5. Create learning groups in which all students learn to work collaboratively and independently.

6. Communicate clear expectations for achievement that allow students to take responsibility and advocate for their own learning.

G. Teachers work collaboratively with all school personnel, families, and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning, and student achievement.

1. Work collaboratively with their colleagues to examine teacher practice, student work, and student assessment results with the goal of improving instruction and achievement.

2. Develop relationships with students and their families to support learning.

3. Understand the role of community agencies in supporting schools and work collaboratively with them as appropriate.

H. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

1. Use a variety of communication strategies to engage students in learning.

2. Use a variety of modes of communication to promote learning.

3. Use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom and the school.

4. Emphasize oral and written communication through the instructional use of discussion, listening, and responding to the ideas of others and group interaction.

5. Seek knowledge of and demonstrate sensitivity to the particular communication needs of all students.

I. Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.

1. Select and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by the assessment.

2. Identify and consider student and contextual variables that may influence performance so that a student's performance can be validly interpreted.

3. Systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report individual and group achievement.

4. Provide students with opportunities and guidance to evaluate their own work and behavior against defined criteria and use the results of self-assessment to establish individual goals for learning.

5. Use assessment results to provide students with timely, helpful, and accurate feedback on their progress toward achievement goals.

6. Maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues.

7. Use information from their assessment of students to reflect on their own teaching, to modify their instruction and to help establish professional development goals.

J. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.

1. Solicit feedback from students, families, and colleagues to reflect on and improve their own teaching.

2. Explore and evaluate the application of current research, instructional approaches and strategies, including technologies to improve student learning.

3. Take responsibility for their own professional development and improvement of their students' learning by participating in workshops,

courses, or other individual and collaborative professional development activities that support their plans for continued development as teachers.

4. Take responsibility for learning about and implementing federal, state, district, and school initiatives to improve teaching and learning.

K. Teachers maintain professional standards guided by legal and ethical principles.

1. Maintain standards that require them to act in the best interests and needs of students.

2. Follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families.

3. Follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/guardians', and teachers' rights and responsibilities.

4. Interact with students, colleagues, parents, and others in a professional manner that is fair and equitable.

5. Are guided by codes of professional conduct adopted by their professional organizations.

1.3.3 Rhode Island Standards for Educational Leaders

A. Standard 1. Mission, Vision, and Core Values - Effective educational leaders collaboratively develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and social and emotional well-being of each student.

1. Effective Leaders:

a. Collaboratively develop a mission for the district/school to promote the academic success and social and emotional well-being of each student.

b. Develop and promote a vision for the district/school, in collaboration with members of the school community, on the successful learning and development of each child and on instructional and organizational practices that promote such practices.

c. Articulate, advocate, and cultivate core values that define the district's/school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d. Continuously review the district's/school's mission and vision and make adjustments to changing expectations and opportunities for the school, and changing needs and situations of students.

e. Develop a shared understanding of and commitment to the mission, vision, and core values within the district/school and the community.

f. Model and pursue the district's/school's mission, vision, and core values as fundamental in all aspects of leadership.

B. Standard 2. Ethics and Professional Responsibilities - Effective educational leaders act ethically and in accordance with professional standards to promote each student's academic success and social and emotional well-being.

1. Effective Leaders:

a. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all aspects of school leadership.

b. Act according to and promote the professional traits of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

c. Place the needs of children at the center of all educational decision making and accept responsibility for each student's academic and social and emotional success.

d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

f. Provide moral direction for the district/school community and promote expected ethical and professional behavior among all staff and district/school community members.

C. Standard 3. Equity and Cultural Responsiveness - Effective educational leaders ensure equity of educational opportunity and culturally responsive practices to promote each student's academic success and social and emotional well-being.

1. Effective Leaders:

a. Act with cultural competence and responsiveness in all interactions, decision-making, and practice and ensure that each student, staff member, and school community member is treated fairly, respectfully, and with an understanding of culture and context.

b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

d. Develop student policies and address student behavior in a positive, fair, and unbiased manner.

e. Confront and challenge institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, socio-economic status, culture and language, gender and sexual orientation, and disability or special status.

f. Prepare students to live productively in and contribute to the diverse cultural contexts of a global society.

g. Consider and address matters of equity and cultural responsiveness in all aspects of leadership.

D. Standard 4. Curriculum, Instruction, and Assessment - Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and social and emotional well-being.

1. Effective Leaders:

a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

b. Align and focus systems of curriculum, instruction, and assessment within and vertically across grade levels to promote student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.

c. Facilitate instructional practice that is consistent with knowledge of student learning and development, effective pedagogy, and individual student needs.

d. Ensure instructional practices that are intellectually challenging, are authentic to student experiences, recognize student strengths, and are differentiated and personalized.

e. Promote and facilitate the effective use of technology in service of teaching and learning.

f. Develop and utilize multiple valid assessments that are consistent with knowledge of learning and development and technical standards of measurement to monitor student progress and improve instruction.

g. Use assessment data appropriately and with technical limitations to monitor student progress and improve instruction.

E. Standard 5. Community of Care and Support for Students -Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and the social and emotional well-being of each student.

1. Effective Leaders:

a. Build and maintain a safe, caring, and healthy school environment that meets the academic, social emotional, and physical needs of each student.

b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

c. Develop and lead coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

d. Endorse and foster adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

e. Cultivate and reinforce student engagement and leadership and positive student behavior.

f. Infuse the district's/school's learning environment with the cultures and languages of the community.

F. Standard 6. Professional Capacity of School Personnel - Effective educational leaders, in collaboration with stakeholders, develop the professional capacity and

practice of school personnel to promote each student's academic success and well-being.

1. Effective Leaders:

    a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and ensure their development into an educationally effective faculty.

    b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of personnel.

    c. Develop teachers' and staff members' professional knowledge, skills, and instructional practice through differentiated opportunities for learning and growth, guided by an understanding of adult professional learning and development of adults as professional and ongoing learners.

    d. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

    e. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

    f. Develop the leadership capacity, opportunities, and support for teacher leadership and for other professionals the district.

    g. Promote the personal and professional health, in well-being, and work-life balance of faculty and staff.

    h. Tend to their own learning and effectiveness through reflection, study, and improvement, while maintaining a healthy work-life balance.

G. Standard 7. Professional Community for Teachers and Staff - Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and social and emotional well-being

1. Effective Leaders:

    a. Support a workplace culture that is open, productive, caring, and trusting.

b. Develop a culture for professional staff that promotes the improvement of practice through research and effective professional learning and promotes high levels of student learning.

c. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the district/school.

d. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

e. Ensure mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

h. Enable faculty-initiated improvement of programs and practices.

H. Standard 8. Meaningful Engagement of Families and Community - Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

1. Effective Leaders:

a. Are approachable, accessible, and welcoming to families and members of the community.

b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

c. Engage in regular and open two-way communication with families and the community about the district/school, students, needs, problems, challenges, and accomplishments.

d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the district/school.

e. Create means for the school community to partner with families to support student learning in and out of school.

f. Understand, value, and employ the community's cultural, intellectual, and political resources to promote student learning and school empowerment.

g. Openly advocate for the district and school, and for the importance of education and student needs and priorities with families and the community.

h. Build and sustain productive partnerships with public and private sectors to promote school improvement and student earning.

I. Standard 9. Operations and Management - Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

1. Effective Leaders:

a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the district/school.

b. Strategically manage staff resources, assigning and scheduling educators and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

c. Acquire and manage fiscal, physical environment, and other resources to support curriculum, instruction, and assessment; student learning; professional capacity; and family and community engagement.

d. Act responsibly and in an ethical manner with the district's/school's monetary and nonmonetary resources, engaging in effective budgeting, spending, and accounting practices.

e. Protect teachers' and other staff members' work and learning from disruption and create an environment where students are able to learn.

f. Employ systems to improve the quality and efficiency of operations and management.

g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

h. Know, comply with, and help the district/school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

i. Develop productive professional relationships with the district office staff, school staff, and the school board so as to promote effective transitions and student success.

j. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

k. Manage governance processes and internal and external politics toward achieving the district's/school's mission and vision.

J. Standard 10. School Improvement - Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

1. Effective Leaders:

a. Continuously seek to make school more effective for each student, teachers and staff, families, and the community.

b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

c. Prepare the district/school and community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

d. Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

e. Assess and develop the capacity of staff to determine the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

f. Adopt a system's perspective and promote coherence among improvement efforts and all aspects of the district/school organization, programs, and services.

g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

h. Manage uncertainty, risk, competing initiatives, and politics of change with courage, resilience, and perseverance. Openly communicate the need for the process of and outcomes of improvement efforts.

i. Develop and promote systems of shared leadership among teachers and staff for inquiry, experimentation, innovation, and initiating and implementing improvement.

1.3.4 Rhode Island Code of Professional Responsibility

A. Section 1. Responsibility to Students

1. Rhode Island educators' first commitment is to ensure that all students achieve at the high levels needed to lead fulfilling and productive lives, to succeed in academic and employment settings, and to contribute to society.

2. Rhode Island educators shall:

a. Respect the inherent dignity and worth of each student.

b. Act upon the belief that all students can learn.

c. Establish high expectations and provide instruction that challenges all students.

d. Recognize the differences among students and provide the appropriate educational supports and instructional differentiation responsive to individual needs.

e. Address the uniqueness of each student and endeavor to maximize learning through personalization of the educational experience for each student.

f. Promote the right and responsibility of students to explore ideas, to develop skills, and to acquire knowledge necessary to be contributing members of society.

g. Endeavor to present facts and provide access to all points of view without deliberate distortion, bias, or personal prejudice.

h. Assure that their classrooms are environments characterized by respect for and equal opportunity for all students, regardless of race, ethnicity, national origin, language, gender, religion, economic status, disability, or sexual orientation.

i. Promote the development of character and civic responsibility in their students.

j. Maintain confidentiality of all student information and dispense that information only when required by professional practice or state or federal law.

k. Maintain a professional relationship with students at all times, both in and outside the classroom.

B. Section 2. Responsibility to Self

1. Rhode Island educators are committed to establishing high professional standards for their practice and striving to meet these standards through their individual performance.

2. Rhode Island educators shall:

a. Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and currency in both subject matter knowledge and teaching skills.

b. Develop personal and professional goals with attention to professional standards, student achievement, and school district initiatives and implement a course of professional development to support attaining the goals.

c. Actively engage in professional learning communities and seek feedback in order to improve their performance.

d. Examine their practice on a regular basis to expand their knowledge base, broaden their skills, and incorporate new ideas.

e. Pursue only those educational positions or assignments for which they have the appropriate educational certification and credentials and for which they have appropriate professional qualification.

f. Strive to exercise the highest level of professional judgment.

g. Refrain from using institutional or professional privileges for personal advantage.

C. Section 3. Responsibility to Colleagues and the Profession

1. Rhode Island educators are committed to work with school and district colleagues and as members of professional communities to establish and implement initiatives that will further student learning.

2. Rhode Island educators shall:

   a. Work effectively with other professionals on curriculum development, instructional initiatives, assessment programs, and professional development.

   b. Assume responsibility for working with colleagues to assure their school meets local and state educational objectives.

   c. Encourage and support staffing decisions that are made based on the best interests of students.

   d. Collaborate with others to improve student learning.

   e. Support colleagues in developing and maintaining a work environment that allows all educators to maintain their individual professional integrity free of pressure to act in ways that are not in the best interests of students.

   f. Encourage the participation of teachers in the process of educational decision making.

   g. Encourage promising candidates who are interested in education to learn about the opportunities and the challenges of a career in education and support those who pursue careers through informal induction into the profession as they develop the competence and qualifications to become effective educators.

   h. Maintain integrity regarding the acceptance of any gratuity, gift or other compensation that might impair or influence professional decisions or actions.

D. Section 4. Responsibility to Parents, Families, and the Community

1. Rhode Island educators are committed to collaborate with parents, families, and communities to offer a quality education to all students.

2. Rhode Island educators shall:

   a. Make concerted efforts to communicate with parents and families in a way that shares all information necessary to become meaningful partners in the child's education.

b. Endeavor to understand and respect the values and traditions of the diverse cultures represented in their community and in their classrooms.

c. Endeavor to assure equal educational opportunities for all children in the community.

d. Cooperate with community agencies that provide resources and services to support students.

e. Maintain a positive and active relationship with students' parents/guardians, families, and other members of the community.

f. Distinguish between their personal opinion and official policies of the school or educational organization when communicating with parents/guardians, families, and the community.

E. Section 5. Responsibility to the Council on Elementary and Secondary Education

1. Rhode Island educators demonstrate a commitment to Rhode Island standards for educator quality through certification requirements and support for the implementation of state initiatives within their districts.

2. Rhode Island educators shall:

a. Provide accurate, truthful, and complete information to RIDE concerning all certification matters.

b. Recognize that meeting certification requirements is a pre-condition to any contractual agreement for a position that requires certification in Rhode Island schools.

c. Engage in ongoing appropriate professional development for all certificates they intend to maintain.

d. Accept only those assignments for which they are professionally qualified and hold appropriate certification unless the educator and the district have agreed to the assignment and the district has secured prior approval from RIDE.

e. Develop an understanding of state initiatives and support the implementation of these initiatives within their schools and districts.

f. Maintain the security of standardized testing materials that comprise state assessment programs.

g. Further the mission, policies, and regulations of the Council on Elementary and Secondary Education.

1.4 Requirements for Certification

A. Educator Certification Requirements

1. Pursuant to R.I. Gen. Laws § 16-11-1, educators in Rhode Island public schools are required to attain certification.

2. Educator certification is required for all educators in all Rhode Island public schools, state approved special education programs, and state funded pre-kindergarten programs.

B. School Committees and other Employing Agents Responsibilities

1. All school committees, school boards, charter schools, educational collaboratives, and other public school entities, including state approved special education programs and state funded pre-kindergarten programs, employing educators shall ensure before employing an educator that a candidate holds a valid certificate or permit appropriate to the position to be filled. In addition to meeting certification requirements, an educator's competency in English must be determined when the educator is hired.

2. Employing agencies shall report to RIDE on the performance status and assignment of all employed educators.

3. Employing agencies shall supervise, either directly or through a designated representative, by regularly observing, guiding, and evaluating the performance of, holders of a certificate through an evaluation system approved by RIDE. Employing agencies shall report the results of evaluations of certified educators to RIDE.

4. Employing agencies shall ensure that principals participate in the process which determines and defines their salaries, benefits, and conditions of employment. Employing agencies are required to discuss and come to written agreement with principals on matters of salaries, benefits and conditions of employment. The School Committee may develop individual or group agreements.

5. Employing agencies shall report any person who is dismissed for performance-based or fitness related reasons to the Department of Education.

6. Employing agencies shall report the following to the Department of Education:

    a. The arrest, indictment, or conviction of its certified educator for any misdemeanor or felony.

b. Allegations that its certified educator has engaged in sexual or romantic activity with a child or student.

c. Allegations that its certified educator has caused physical injury to a child or student due to negligence or malice.

d. Information that its certified educator is the subject of a report filed with the Child Abuse and Neglect Tracking System (CANTS) at the Rhode Island Department of Children, Youth, and Families.

e. Any certified educator who has resigned, retired, or otherwise separated from employment with the agency after it became aware of an allegation that the educator engaged in misconduct.

f. Any certified educator who the agency has provided notice of intent to dismiss, suspend, or place on leave for misconduct.

g. Reports must be filed in writing within fifteen (15) days of the discovery of the occurrence of the reason requiring the filing of the report. Reports must be filed with the Office of Educator Excellence and Certification Services at RIDE.

1.5 Applications and Fees

A. Application for Certification

1. Applications for state certificates and permits must be executed on forms or through electronic means provided by RIDE. Additional documents and materials must be submitted in accordance with the specific requirements for particular certificate areas or any new requirements adopted by the Council.

2. An applicant must submit all required documentation for each area of certification and, as appropriate, the following:

a. Application on an official form or through electronic means provided by the Department of Education;

b. Application fee as established by the Council;

c. Official transcripts from an approved institution, as required, of all credits and degrees issued by the registrar or other appropriate official of the institution;

d. A statement made by an approved institution or alternate route to certification program approved by the Commissioner that the candidate has completed an approved planned program of preparation for service in the area of certification and the grade

level for which certification is sought and has demonstrated competence with respect to professional standards;

e. In those cases where successful experience as an educator is a condition for certification, a statement from the applicant's employing agent as to the nature, length, and quality of experience;

f. Official verification from the testing agency that an applicant has achieved a passing score or satisfactory evaluation on required assessments;

g. If an applicant holds foreign credentials or transcripts, an evaluation by agencies or organizations approved by the Department of Education to translate and evaluate such credentials for the purposes of determining eligibility for certification;

h. If an applicant prepared for certification at an institution where English was not the language of instruction, verification of minimum passing score or higher on the state's assessment of English Language Competency;

i. An attestation by the applicant that he or she is of good moral character, including disclosure of any employment, criminal, and certification history; and

j. Additional documentation, as appropriate to the type of certificate or permit requested.

B. The following fees apply to applications for certification and/or certification renewal. All fees are non-refundable. There is no fee for the issuance of certificates in shortage areas.

Initial Educator Certificate	One hundred dollars ($100.00) for first certification area and fifty dollars ($50.00) for each additional area
Professional Educator Certificate	Two hundred dollars ($200.00) for first certification area and One hundred dollars ($100.00) for each additional area
Alternate Route Preliminary Certificate	One hundred dollars ($100.00) for each certification area

Career and Technical Education Preliminary Certificate	Two hundred dollars ($200.00) for each certification area
Expert Residency Preliminary Certificate	One hundred dollars ($100.00) for each certification area
Expert Residency Preliminary Shortage Areas	Zero dollars ($0) for each certificate area
Fast-track Principal Expert Residency Preliminary Certificate	One hundred dollars ($100.00)
Visiting Lecturer Preliminary Certificate	One hundred dollars ($100.00) for each certification area
Emergency Preliminary Certificate	Two hundred dollars ($200.00) for each certification area
Temporary Initial Preliminary Certificate	One hundred dollars ($100.00) for each certification area
Special Provisional Certificate	Two hundred dollars ($200.00) plus certificate fees
Other Fees	
Reinstatement of Certificate	One hundred dollars ($100.00) charge plus the certification fee
Endorsements	Zero dollars ($0)

1.6 General Requirements for Full Certificates

A. The following requirements apply to all full certificates. Additional requirements that are unique to each certification area are provided in §§ 1.9, 1.10, and 1.11 of this Part.

1. Competency Requirements

   a. The preparation and certification of all educators shall be guided by professional competencies which are based on Rhode Island professional standards. The content knowledge and knowledge of field preparation and certification of all educators shall be guided by content competencies and knowledge of field competencies that are based on the accepted standards of the appropriate professional associations. The Professional Competencies for these purposes shall be recommended by the Commissioner of Education for approval by the Council. RIDE will periodically review competencies in light of changes in the profession and will publish the list of approved competencies annually.

2. Teacher Professional Competencies

   a. Any person who is seeking certification in a teaching area shall demonstrate competency with respect to the pedagogical knowledge articulated by the Rhode Island Professional Teaching Standards pursuant to § 1.3.2 of this Part.

3. Teacher Content Competencies

   a. Any person who is seeking certification in a teaching area shall demonstrate competency with respect to the content knowledge of the area of certification articulated by the relevant subject matter professional association identified in the certification area regulations pursuant to § 1.9 of this Part.

4. Administrator Professional Competencies

   a. Any person who is seeking certification in an administrative area shall demonstrate competency with respect to the professional knowledge articulated by the Rhode Island Standards for Educational Leaders pursuant to § 1.3 of this Part.

5. Administrator Knowledge of Field Competencies

   a. Any person who is seeking certification in an administrative area shall demonstrate competency with respect to the knowledge of the field in the area of certification articulated by the relevant

professional association identified in the certification area regulations pursuant to § 1.10 of this Part.

B. Assessment Requirements

1. Assessments based upon professional standards are required for all certification areas. Assessment instruments and passing scores shall be recommended by the Commissioner of Education for approval by the Council. RIDE shall maintain a current list of required assessments and passing scores.

a. Pedagogy Testing

(1) Any person who is seeking an Educator Certificate in a teaching area shall submit verification of minimum passing score or higher on the assessment(s) of pedagogy applicable to the certification area as approved by the Council.

b. Content Testing

(1) Any person who is seeking an Educator Certificate in a teaching area shall submit verification of minimum passing score or higher on the assessment(s) of content/subject matter applicable to the certification area as approved by the Council.

c. Knowledge of Field Testing

(1) Any person who is seeking an Educator Certificate in an administrative or support professional area shall submit verification of minimum passing score or higher on the assessment applicable to the certification area as approved by the Council.

d. English Language Competency

(1) Any person who is seeking an Educator Certificate and who prepared for certification at an institution where the language of instruction was not English shall submit verification of minimum passing score or higher on the assessment of English Language Competency as approved by the Council.

e. Assessment Requirement Exemptions

(1) RIDE may exempt certification areas from testing requirements when an appropriate assessment cannot be identified.

C. Field Experience Requirements

1. All applicants must demonstrate significant field experience as part of their preparation for certification.

2. Applicants for teacher certification must complete a one (1) year practical residency or the equivalent of a one (1) year practical residency, such as sixty (60) hours of field experience plus twenty-four (24) consecutive weeks of full-time student teaching or sixty (60) hours of field experience plus twenty-four (24) weeks of student teaching experiences distributed over the course of the program, inclusive of an intensive and continuous experience, and a minimum of sixty (60) hours of field experience prior to or following the one (1) year practical residency or equivalent.

3. Applicants for teacher certification who are adding a new certification area must complete an appropriate field experience that reflects the differences between current certification area and the new certification area.

4. Applicants for support professional certification as specialists/consultants, instructional leaders, or school counselors must complete an internship of at least three hundred (300) hours.

5. Applicants for building level administrator certification must complete an internship of at least three hundred (300) hours.

1.7 Initial Routes to Full Certification

A. Prospective Educators earn full certification through:

1. Completion of a Rhode Island Approved Educator Preparation Program;

2. Reciprocity based on completion of an approved educator preparation program in another state within the last five (5) years or holding comparable certification in another state; or

3. Credential Review of the preparation of prospective educators in certification areas in which there is no approved preparation program in Rhode Island and for certification as Superintendent of Schools.

B. Eligibility for Certification by Completing a Rhode Island Approved Educator Certification Program

1. Prospective Educators attain certification by completing a Rhode Island Approved Program for Educator Certification and demonstrating that they meet all other certification requirements. RIDE shall review and approve programs that demonstrate they meet the Standards for Educator Preparation Programs in Rhode Island.

2. Applicants eligible for certification through completion of a Rhode Island Approved Certification Program receive an Educator Certificate upon submittal of:

   a. Application on an official form or through electronic means provided by RIDE;

   b. Application fee as established by the Council;

   c. Official transcripts from an approved institution, as required, of all credits and degrees, issued by the registrar or other appropriate official of the institution;

   d. A statement made by an approved institution or an alternate route to certification program approved by the Commissioner of Education that the candidate has completed an approved planned program of preparation within the last ten (10) years for service in the area of certification and the grade level for which certification is sought and has demonstrated competence with respect to professional standards;

   e. Official verification from the testing agency that an applicant has achieved a passing score or satisfactory evaluation on required Rhode Island assessments;

   f. An attestation by the applicant that he or she is of good moral character, including disclosure of any employment, criminal, and certification history; and

   g. Additional documentation as appropriate to the type of certificate or permit requested.

C. Eligibility for Certification through Reciprocity with Other States

1. Applicants can attain certification by completing an Approved Program for Educator Certification in a state other than Rhode Island or by demonstrating that they hold a currently valid full certificate in another state. Reciprocity is recognition of preparation or certification in another state as comparable to Rhode Island. Individuals seeking certification through reciprocity must demonstrate that they meet Rhode Island testing requirements in the areas(s) of certification or have three (3) years of effective teaching experience unless the individual is seeking reciprocity through the State of Connecticut, the State of Delaware, the District of Columbia, the State of Florida, the State of Georgia, the State of New Hampshire, the State of Maine, the State of Maryland, the Commonwealth of Massachusetts, the State of New Jersey, the State of New York, the State of North Carolina, the Commonwealth of Pennsylvania, the State of South Carolina, the State of Vermont, and the Commonwealth of Virginia

as provided in § 1.7(D)(2) of this Part. If the individual was prepared at an institution where the language of instruction was not English, then the individual must also meet the English Language Competency testing requirements.

2. Applicants from the State of Connecticut, the State of Delaware, the District of Columbia, the State of Florida, the State of Georgia, the State of New Hampshire, the State of Maine, the State of Maryland, the Commonwealth of Massachusetts, the State of New Jersey, the State of New York, the State of North Carolina, the Commonwealth of Pennsylvania, the State of South Carolina, the State of Vermont, and the Commonwealth of Virgin who hold full certification in those states are eligible for reciprocity without any additional requirements.

3. Applicants eligible for certification through reciprocity receive an Initial Educator Certificate upon submittal of:

    a. Application on an official form or through electronic means provided by RIDE;

    b. Application fee as established by the Council;

    c. Official transcripts from an approved institution, as required, of all credits and degrees, issued by the registrar or other appropriate official of the institution;

    d. A statement made by an approved institution or alternate route to certification program in a state other than Rhode Island that the candidate has completed an approved planned program of preparation within the last five (5) years for service in the area of certification and the grade level for which certification is sought and has demonstrated competence with respect to professional standards OR a copy of a currently valid full certificate from another state;

    e. Official verification from the testing agency that an applicant has achieved a passing score or satisfactory evaluation on required Rhode Island assessments, if applicable;

    f. An attestation by the applicant that he or she is of good moral character, including disclosure of any employment, criminal, and certification history; and

    g. Additional documentation, as appropriate to the type of certificate or permit requested.

D. Credential Review

1. Applicants for certification in areas that do not have approved programs in Rhode Island or for certification as a Superintendent of Schools can attain certification by submitting credentials that demonstrate they meet all certification requirements. These materials must be submitted in a format prescribed by RIDE and are reviewed by RIDE.

2. Applicants eligible for certification through credential review in Rhode Island will be reviewed upon submittal of:

    a. Application on an official form or through electronic means provided by RIDE;

    b. Application fee as established by the Council;

    c. Official transcripts from a regionally accredited institution, as required, of all credits and degrees, issued by the registrar or other appropriate official of the institution;

    d. A bachelor's degree for all teachers (in areas where required), an advanced degree for all administrators except School Business Administrator, or an advanced degree for all support professionals;

    e. Evidence of performance consistent with the competencies, assessment and field experiences required of all certificates as described in § 1.6 of this Part;

        (1) The one (1) year practical residency or equivalent may be waived for an applicant who has had two (2) or more documented years of successful teaching experience in an approved setting.

    f. Official verification from the testing agency that an applicant has achieved a passing score or satisfactory evaluation on required Rhode Island assessments, if applicable;

    g. An attestation by the applicant that he or she is of good moral character, including disclosure of any employment, criminal, and certification history; and

    h. Additional documentation, as appropriate to the type of certificate or permit requested.

3. Applicants eligible for certification through credential review for certification as Superintendent of Schools will be reviewed upon submittal of:

    a. Application on an official form or through electronic means provided by RIDE;

b. Application fee as established by the Council;

c. Official transcripts from an approved institution, as required, of all credits and degrees, issued by the registrar or other appropriate official of the institution;

d. An advanced degree;

e. Evidence of significant leadership experience in organizations other than schools, including:

(1) Professional Experience at a senior level in government, private sector organizations, or the military including significant operational responsibility and broad general management experiences, management of complex businesses or business units, or military command experience;

(2) Organizational Leadership Experience that demonstrates strong analytic and problem-solving skills and the energy, determination, and perseverance to act as an agent of change in a demanding organization; and

(3) Interpersonal Leadership Experience that demonstrates strong communication skills and the ability to manage complex political relationships.

f. Official verification from the testing agency that an applicant has achieved a passing score or satisfactory evaluation on required Rhode Island assessments;

g An attestation by the applicant that he or she is of good moral character, including disclosure of any employment, criminal, and certification history; and

h. Additional documentation, as appropriate to the type of certificate or permit requested.

1.8 Types of Certificates

1.8.1 Full Certificates

A. Full certification is awarded to applicants who have completed all Rhode Island preparation requirements for certification. RIDE issues the following three (3) types of full certificates: Initial Educator Certificate; Professional Educator Certificate; and Advanced Educator Certificate. The Initial Educator Certificate, Professional Educator Certificate, and Advanced Educator Certificate provide a

three (3) tiered system of certification that recognizes different stages of development and accomplishment within the profession.

1. The Initial Educator Certificate is the first full certificate issued to an individual who meets all Rhode Island certification requirements.

2. The Professional Educator Certificate is the second full certificate issued to an individual. An individual attains a Professional Educator Certificate after completing the required professional learning units while working under an Initial Educator Certificate.

3. The Advanced Educator certificate is issued to an individual by meeting one (1) of the aspirational benchmarks identified by RIDE and completing the required professional learning units while working under a Professional Educator Certificate.

B. All full certificates share a common expiration date. The Commissioner of Education shall recommend for approval by the Council a common expiration date. Educators with certification in more than one (1) area shall be assigned a common expiration year for all certificates. All full certificates can be renewed by meeting applicable requirements, but satisfaction of renewal requirements does not preclude an action to revoke a certificate pursuant to R.I. Gen. Laws § 16-11-4.

1.8.2 Initial Educator Certificate

A. The first level of full certification issued to an applicant who meets the following criteria is an Initial Educator Certificate.

1. Duration

   a. The Initial Educator Certificate is valid for three (3) years.

2. Conditions for Issuance

   a. The applicant meets the degree requirements for the certification area with a degree from a regionally accredited approved institution;

   b. The applicant is eligible for certification through the completion of a Rhode Island Approved Educator Preparation Program, reciprocity, or credential review;

   c. The applicant meets all competency and assessment requirements; and

   d. The applicant meets any additional certification area requirements as specified in §§ 1.9, 1.10, and 1.11 of this Part.

3. Conditions for Renewal

a. The applicant must comply with the professional learning requirements outlined in this Part in order to renew their certificate.

b. Beginning with certificates expiring on August 31, 2020, the professional learning units under § 1.8.5 of this Part will be required for renewal and progression to a Professional Certificate. The number of professional learning units required will be phased in between 2020 and 2025. The renewal of certificates in 2020 and 2021 will be prorated. Beginning in 2025, the full ninety (90) professional learning units will be required.

c. Beginning in 2020, applicants will submit the professional learning units outlined in the chart below.

Year of Certificate Renewal	Formula to Pro-rate Units	Total Units to Be Completed for Renewal
2020	1X20	Twenty (20)
2021	2X20	Forty (40)
2022	3X25	Seventy-Five (75)
2023	3X25	Seventy-Five (75)
2024	3X25	Seventy-Five (75)
2025	3X30	Ninety (90)

d. If the applicant has accumulated the appropriate number of professional learning units during the term of the three (3) year Initial Educator certificate, it may be renewed as a five (5) year Professional Educator Certificate.

(1) If the applicant was employed for one (1) or two (2) years, but not three (3) years the certificate will be renewed as a three (3) year Initial Educator Certificate.

(2) If the applicant was not employed in a publicly funded educational setting the certificate will be renewed as a three (3) year Initial Educator Certificate.

(3) If the applicant was employed in a publicly funded educational setting, but was on leave for one (1) or more years, a prorated number of units will be submitted with a letter confirming leave status. The prorated number of units will be equal to the number of units required during the phase-in period or thirty (30) units per year beginning in 2025.

4. Non-renewal

a. If an applicant for renewal did not obtain employer approval or did not complete the required units, the certificate will not be renewed. The applicant may be eligible for the Special Provisional Certificate pursuant to § 1.8.17 of this Part.

1.8.3 Professional Educator Certificate

A. The second level of full certification issued to an applicant who demonstrates successful practice and meets the following criteria is a Professional Educator Certificate.

1. Duration

a. The Professional Educator Certificate is valid for five (5) years.

2. Conditions for Issuance

a. The applicant holds an Initial Educator Certificate;

b. The applicant completed three (3) years as a Rhode Island educator working under the Initial Educator Certificate; and

c. The applicant completed the appropriate number of professional learning units.

3. Conditions for Renewal

a. The applicant must comply with the professional learning requirements outlined in this Part in order to renew their certificate.

b. Beginning with certificates expiring on August 31, 2020, the professional learning units under § 1.8.5 of this Part will be required for renewal. The number of professional learning units required will be phased in between 2020 and 2030. Beginning in 2030, the full

one hundred (100) professional learning units will be required for the renewal of all Professional Certificates

c. Individuals who hold an Initial Certificate that expires between 2020 and 2025 and are issued a Professional Certificate between 2020 and 2025 will submit the professional learning units outlined in the chart below.

Year of Certificate Renewal	Formula to Pro-rate Units	Total Units to Be Competed for Renewal
2025	5X20	One Hundred (100)
2026	5X20	One Hundred (100)
2027	5X20	One Hundred (100)
2028	5X20	One Hundred (100)
2029	5X20	One Hundred (100)
2030	5X20	One Hundred (100)

d. Individuals who already hold a Professional Certificate or Advanced Certificate as of December 31, 2019 will submit the professional learning units outlined in the chart below.

Year of Certificate Renewal	Formula to Pro-rate Units	Total Units to Be Completed for Renewal
2020	1X15	Fifteen (15)
2021	2X15	Thirty (30)
2022	3X15	Forty-Five (45)
2023	4x15	Sixty (60)
2024	5X15	Seventy-Five (75)

2025	5X15	Seventy-Five (75)
2026	4X15; 1X20	Eighty (80)
2027	3X15; 2X20	Eighty-Five (85)
2028	2X15; 3X20	Ninety (90)
2029	1X15; 4X20	Ninety-Five (95)
2030	5X20	One Hundred (100)

e. If the applicant has completed the appropriate number of professional learning units during the terms of the five (5) year Professional Educator Certificate, it may be renewed as a five (5) year Professional Educator Certificate.

f. Professional learning units earned for one (1) certificate may be applied to the renewal of additional certificates. See § 1.8.5 of this Part for more information about allowable professional learning units.

(1) If the applicant was employed for less than the five (5) years of the certificate, the certificate will be renewed as a Professional Educator Certificate without the submission of professional learning units.

(2) If the applicant was not employed in a publicly funded educational setting during the five (5) years the certificate will be renewed as a five (5) year Professional Educator Certificate. Applicants who are not employed in publicly funded settings are not required to submit evidence of performance or professional learning units.

(3) If the applicant was employed in a publicly funded educational setting but was on leave for one (1) or more years, a prorated number of units will be submitted with a letter confirming leave status. The prorated number of units will be equal to the number of units required during the phase-in period.

4. Non-renewal

a. If an applicant for renewal did not obtain employer approval or did not complete the required units, the certificate will not be renewed.

The applicant may be eligible for the Special Provisional Certificate pursuant to § 1.8.17 of this Part.

1.8.4 Advanced Educator Certificate

A. The third level of full certification issued to an applicant who demonstrates accomplished practice and meets the following criteria is an Advanced Educator Certificate.

1. Duration

   a. The Advanced Educator Certificate is valid for seven (7) years.

2. Conditions for Issuance

   a. The applicant holds a Professional Educator Certificate;

   b. The applicant completed five (5) years as a Rhode Island educator working under the Professional Educator Certificate;

   c. The applicant completed the appropriate number of approved professional learning units; and

   d. The applicant achieves one (1) of the aspirational benchmarks listed below, during the term of the certificate being renewed.

      (1) National Board Certification in certification area; or

      (2) Conferral of an advanced degree from an accredited institution of higher learning during the term of the certificate being renewed in a subject directly related to the content knowledge required to teach or lead under the certificate being renewed; or

      (3) Receives RIDE or national recognition as a Milken educator, State Teacher of the Year, Presidential Award Winner for Math and Science during the certification cycle; or

      (4) Receives Certificate of Completion of NISL Executive Development Program, serves as Facilitator and/or Content Facilitator

      (5) Achieves additional RIDE certification in a limited number of shortage areas identified by RIDE.

3. Conditions for Renewal

a. Beginning with certificates expiring on August 31, 2020, the professional learning units under § 1.8.5 of this Part will be required for renewal.

b The number of professional learning units required will be phased in between 2020 and 2030. In 2030, the full one hundred (100) professional learning units will be required.

c. Individuals who already hold a Professional Certificate or Advanced Certificate as of December 31, 2019 will submit the professional learning units outlined in the chart below.

Year of Certificate Renewal	Formula to Pro-rate Units	Total Units to Be Completed for Renewal
2020	1X15	Fifteen (15)
2021	2X15	Thirty (30)
2022	3X15	Forty-Five (45)
2023	4x15	Sixty (60)
2024	5X15	Seventy-Five (75)
2025	5X15	Seventy-Five (75)
2026	4X15; 1X20	Eighty (80)
2027	3X15; 2X20	Eighty-Five (85)
2028	2X15; 3X20	Ninety (90)
2029	1X15; 4X20	Ninety-Five (95)

2030	5X20	One Hundred (100)

d. Beginning in 2030, the applicant is responsible for submitting the full, one hundred (100) units, required to renew the certificate as described in § 1.8.5.

(1) If the applicant was employed less than the five (5) years of the certificate, the certificate will be renewed as a Professional Educator Certificate without the submission of professional learning units.

(2) If the applicant was not employed in a publicly funded educational setting during the seven (7) years of the certificate, the certificate will be renewed as a five (5) year Professional Educator Certificate. Applicants who are not employed in publicly funded settings do not submit evidence of performance or professional learning units.

(3) If the applicant was employed in a publicly funded educational setting, but was on leave for one (1) or more years, a prorated number of hours will be submitted with a letter confirming leave status. The prorated number of units will be equal to the number of units required during the phase-in period.

(4) If the applicant has accumulated one hundred (100) professional learning units and has met the aspirational benchmarks and performance expectations during the term of the certificate outlined above, the certificate may be renewed as a seven (7) year Advanced Educator Certificate.

(5) If the applicant has accumulated one hundred (100) professional learning units and performance expectations but has not met aspirational benchmarks, the certificate may be renewed as a five (5) year professional.

4. Non-renewal based

a. If an applicant for renewal did not complete the required units, the certificate will not be renewed. The applicant may be eligible for the Special Provisional Certificate pursuant to § 1.8.17 of this Part.

1.8.5 Professional Learning Units

A. Professional Learning Units (PLUs) are accrued for the purpose of demonstrating ongoing professional learning. The accumulation of these units is a requirement for renewing educator certificates. These units represent ongoing learning and are earned as a result of professional learning activities that are designed to increase educator effectiveness. Ongoing learning is an important and necessary responsibility of educators as they maintain the knowledge and skills needed to educate students.

B. Educators are responsible for the completion of all PLUs, as PLUs are a condition of the renewal of educator certificates. Local Education Agencies (LEAs) may, in accordance with LEA discretion and/or local agreements, make available some or all of these PLUs for its employed educators.

C. Each LEA that employs educators shall develop, in collaboration with the employed educators, an LEA professional learning plan that includes the provisions outlined below.

1. Identification of needs and interests of all educators based on analysis of student data, educator evaluation information, surveys, and needs assessments.

2. Alignment to educator needs, as well as district and school needs, through review of district strategic plans, school improvement plans, surveys, and other information.

3. Examples of allowable activities consistent with these regulations.

4. Mechanisms for the approval of educator professional learning consistent with these regulations and the local resolution of disputes.

5. Structures and plans to ensure opportunities for professional learning activities that take place within the school context over time and are ongoing including, but not limited to, data analysis meetings, student work review teams, curriculum implementation teams, improvement cycle activities, induction activities, mentoring activities, and structured professional learning communities, rather than only reliance on one-time activities.

6. Alignment and differentiation of professional learning to ensure opportunities that are relevant to teachers' certified areas, administrators, and support professionals.

D. All educator PLUs for employees of a LEA shall be approved by the superintendent of the LEA or his/her designee and, once the LEA professional learning plan is operative, be consistent with the LEA professional learning plan. In any instance where these regulations and the LEA professional learning plan are in conflict, these regulations shall take precedence. PLUs for superintendents shall be approved by the chair of the school committee. The Commissioner of

Education shall have the authority to approve specific PLU offerings for all Rhode Island certified educators.

E. Activities for Professional Learning Units

1. Site-Based Professional Learning activities, such as: induction activities, mentoring activities, structured professional learning communities, data analysis meetings, local workshops, lesson study, student work review sessions, curriculum implementation teams, and other site-based activities designed to improve teaching and learning.

2. Structured coaching that involves trained coaches working with colleagues on focused objectives through observation and feedback cycles. Coaching may take the form of induction coaching for beginning teachers or peer coaching and instructional coaching.

3. Proficiency-based learning and micro-credentials activities that require the educator to demonstrate proficiency in a new skill by submitting evidence of mastery. Micro-credentials often require educators to submit evidence to third party providers for review.

4. University coursework at accredited institutions of higher education.

5. National Board Certification is a recognized form of professional learning that may be used to accumulate units. Educators may receive units for completing individual components even if the certification is not achieved.

6. External conferences or workshops led by external organizations encompassing a wide range of learning opportunities. Short-term or stand-alone workshops can be counted for limited units.

7. Activities that may count toward the accumulation of professional learning units are those that develop subject matter/content knowledge, pedagogical knowledge, pedagogical content knowledge, curriculum implementation knowledge or enhance educator effectiveness. These activities may be facilitated in many ways including, but not limited to, third parties not regularly employed by the LEA and other educators regularly employed by the LEA, such as a professional learning community focused on a professional problem of practice.

8. Activities that do not directly relate to improving educator practices, such as general logistics, school daily operations, safety trainings, and most committee work do not qualify for professional learning units. These are important activities for schools, but are not considered professional learning.

F. Assigning Unit Values to Activities - In order to recognize hours-based and competency-based professional learning experiences, RIDE will use professional

learning units as its measure for documenting professional learning. Conversions will be needed to accommodate different learning activities.

1. One (1) hour of a professional learning activity is equal to one (1) professional learning unit. For tracking purposes, rounding to the nearest half-hour is appropriate.

2. One (1) college credit is equal to fifteen (15) professional learning units.

3. One (1) demonstrated competency in proficiency-based or competency-based learning is equal to five to ten (5 to 10) professional learning units, determined by the Superintendent based on the rigor of the competency expectations.

4. National Board Certification activities:

    a. One (1) component is equal to forty-five (45) professional learning units.

    b. Completion is equal to one hundred eighty (180) units.

    c. Renewal is equal to ninety (90) units.

G. RIDE will continue to study research-based competency approaches to certification renewal and will make future recommendations that reduce the reliance on a number of units and emphasizes growth in professional practice.

H. RIDE will engage with teachers' unions and LEA leadership to provide model Professional Learning Plans and to review and evaluate the quality of professional learning experiences.

I. Record Keeping and Documentation

1. Educators must maintain records of all activities and make them available upon request by RIDE. All records must attest to participation by the educator in the activity and the professional learning units earned.

2. Employers verify locally that educators met renewal requirements. Documentation of verification shall be provided to the educator for certification renewal.

3. Educators must submit employer verification forms to RIDE as part of the renewal process.

J. Audits of Professional Learning Units

1. In order to ensure the efficacy of the professional learning unit system, RIDE will audit renewal applications each year.

2. Educators selected for audit must submit documentation for all activities submitted for certificate renewal.

3. Failure to submit required documentation will result in non-renewal of certificates.

1.8.6 Preliminary Certificates

A. Preliminary certification is awarded to candidates who are not eligible for full certification, but who have met specific criteria that qualify them to serve as educators of record while completing all certification requirements. RIDE issues the following six (6) types of preliminary certificates: Alternate Route Preliminary Certificate; Career and Technical Education Preliminary Certificate: Emergency Preliminary Certificate; Expert Residency Preliminary Certificate; Expert Residency- Shortages Preliminary Certificate; Fast-track Principal Expert Residency Preliminary Certificate; Temporary Initial Educator Preliminary Certificate, and Visiting Lecturer Preliminary Certificate.

B. Most preliminary certificates will be issued for one (1) year and share a common expiration date that the Commissioner of Education shall recommend for approval by the Council. All Preliminary Certificates can be renewed by meeting applicable requirements, but satisfaction of renewal requirements does not preclude an action to revoke a certificate pursuant to R.I. Gen. Laws § 16-11-4.

C. Generally, educators may not be assigned to positions out of their certification areas. To minimize the use of Emergency Preliminary Certifications, employing agencies should seek to fill positions through the use of the following preliminary certificates: Alternate Route Preliminary Certificates, Career and Technical Education Preliminary Certificates, Expert Residency Preliminary Certificates, Expert Residency- Shortages Preliminary Certificates, Fast-track Principal Expert Residency Preliminary Certificate, and Temporary Initial Educator Preliminary Certificates. These Preliminary Certifications provide a basis for identifying the most qualified personnel for these vacancies.

D. Employing agencies that hire educators working under a preliminary certificate shall evaluate and provide meaningful support to these educators.

E. A person who holds a preliminary certificate is not “fully certified.” Employment under the authority of a preliminary certificate does not constitute teaching service for purposes of the teacher tenure probationary period.

1.8.7 Alternate Route Preliminary Certificate

A. The Alternate Route Preliminary Certificate is issued to individuals who are enrolled in an approved Rhode Island Alternate Route Program, § 1.8.7 of this Part, and who have been offered employment by a Rhode Island school district.

1. Duration

a. The Alternate Route Preliminary Certificate is valid for one (1) year.

2. Conditions for Issuance

a. The applicant for a certificate in a teaching area holds a bachelor's degree and the applicant for an administrative area (except for School Business Administrator) or a support professional area holds an advanced degree from an accredited institution;

b. The applicant for a certificate in a teaching area has passed all subject matter testing requirements;

c. The applicant for a certificate in an administrative or support professional area has passed all knowledge of field assessment requirements;

d. The applicant is enrolled in a Rhode Island approved educator preparation program;

e. The applicant has successfully completed a pre-service field experience as part of preparation;

f. An employing agency has offered the applicant employment and the preparation program and the agency jointly request the certificate; and

g. The certificate is valid only for the employing agency of the assignment.

3. Conditions for Renewal

a. The preparation program and the employing agency recommend renewal based on the educator's performance in the assignment and progress in the preparation program.

b. The Alternate Route Preliminary Certificate can be renewed one (1) time.

4. Certification Areas

a. All teacher, administrator, and support professional areas are included.

1.8.8 Rhode Island Alternate Route Program Standards

A. Applicants can attain certification by completing a Rhode Island Approved Program for Educator Certification that is designed to prepare individuals working

on an Alternate Route Preliminary Certificate. Alternate Route to Certification Programs meet the following standards:

1. Purpose – In order to ensure that every child is served by well-prepared educators in both professional expertise and content area knowledge, the Rhode Island Department of Education may approve alternative educator preparation programs. Programs may be designed to serve any of the following purposes:

    a. Meet the demand for qualified teachers in high need certification areas. Recruit teachers to staff schools in high need LEAs.

    b. Increase the number of qualified candidates from groups that are underrepresented in the Rhode Island teaching force.

    c. Provide rigorous, high quality preparation through an expedited track to certification. Attract highly motivated individuals who bring subject matter expertise to the profession.

2. The following definitions apply to this section:

    a. "Alternative educator preparation program" means a program that provides preparation to educator candidates who serve as teachers of record while completing the approved program. These programs may be offered by an institution of higher education, a professional organization, or a private service provider.

    b. "Teacher of record" means:

        (1) Teachers that are responsible for content instruction and determining student grades, or

        (2) Administrators or other education service providers that perform the functions allowed by their program certificate area.

3. Approval of program. To be approved by the Rhode Island Department of Education an alternative educator preparation program must:

    a. Meet the Performance Review for Educator Preparation-RI (PREP-RI) Standards and participate in regular program review as defined in the RIDE Teacher Preparation Approval Guidelines. Notwithstanding language to the contrary within PREP-RI any reference to institutions of higher education or colleges and universities shall be interpreted to include private service providers and other professional organizations for the purposes of this section.

b. Develop a partnership with one (1) LEA or consortium of LEAs that demonstrates a commitment by the LEA(s) to hire and supervise candidates as teachers of record while enrolled in an approved alternative route to certification program.

c. Be designed and delivered in a way that is responsive to needs of candidates and LEAs through a measurable system of assessment as defined in PREP-RI.

d. Private service providers and other professional organizations do not require accreditation by NEASC.

4. Program Components. The PREP-RI approval process and the standards contained therein apply to both traditional and alternative educator preparation programs. Alternative certification programs must design program components that align to PREP-RI standards and must:

a. Ensure that candidates meet eligibility requirements for their certificate area prior to entering an approved program. Programs may develop conditional acceptance policies for RIDE approval.

b. Include rigorous admission criteria that include:

(1) A minimum of a bachelor's degree from an accredited institution; and, for secondary areas, a major in or closely related to the intended teaching field or demonstration of content knowledge by meeting other Council approved content knowledge measures as they are developed and contained in RI certification regulations;

(2) A minimum cumulative grade point average of "B" (3.00 on a 4.00 scale) in undergraduate studies; or in at least twenty-four (24) semester hours of graduate study;

(3) Other admission criteria identified by the program to meet PREP-RI standards.

c. Include the successful completion of an intensive pre-service experience of a minimum of five (5) weeks that addresses the unique needs of the certificate areas and prepares individuals to begin serving as the educator of record including, but not limited to, instruction in grade-level appropriate pedagogy, classroom management, and the statutes and regulations governing public education and students' rights. The pre-service experience must also include opportunities for candidates to apply knowledge and skills.

d. Include an ongoing curriculum during the school year through seminars or courses.

e. Require individuals working on an Alternative Route Preliminary Certificate to serve as the teacher of record for a minimum of one (1) school year.

f. Ensure ongoing professional support and supervision of candidates by educators who model effective practice and assume responsibility for supporting prospective colleagues. Program and district personnel including, but not limited to, a district-assigned mentor, consistent with Council standards for induction and mentoring, must provide field-based support and supervision in such a way that supports the development of prospective educators. Ongoing feedback provided to candidates must focus on improving candidate performance.

5. Certification:

a. Individuals in alternative route to certification programs will hold an Alternative Route Preliminary Certificate that allows them to serve as the teacher of record for at least one (1) school year.

b. Upon successful completion of all program requirements, state testing requirements and recommendation for licensure, individuals will be eligible for a Rhode Island initial educator certificate.

1.8.9 Career and Technical Education Preliminary Certificate

A. The Career and Technical Education Preliminary Certificate is issued in a specific career and technical education area of certification to individuals who have demonstrated accomplished practice through an apprenticeship and experience in the specific career and technical area and who have passed a written and practical exam in the career and technical field, when applicable.

1. Total duration of certificate - seven (7) years.

2. The Career and Technical Education Preliminary Certificate is valid for three (3) years and may be renewed one time for four (4) years.

3. Conditions for Issuance:

a. The applicant holds a high school diploma or a high school equivalency diploma;

b. The applicant must have five (5) years of work experience in the career and technical area if he or she holds high school diploma;

c. The applicant must have three (3) years of work experience in the specific career and technical area if the applicant holds an associate's or bachelor's degree in the career and technical area;

d. If applicable, the applicant holds a valid occupational license/certification in the career and technical area issued by the appropriate Rhode Island governing body; and

e. The employing agency must provide induction support for all new Career and Technical Educators working under this certificate.

4. Conditions for Renewal

a. The applicant is enrolled in a preparation program prior to renewal and must demonstrate progress in the preparation program at the time of renewal;

b. The preparation program and the employing agency recommend renewal based on the educator’s performance in the job and progress in the program;

c. The applicant has passed a written practical exam in the career and technical area when available and applicable. Applicants who hold advanced industry licenses issued by the appropriate Rhode Island governing body or advanced industry certificates are not required to complete subject matter testing; and

d. If a bachelor's degree or work experience was completed more than ten (10) years prior to the date of application, subject matter testing will be required, even if it otherwise would not have been required.

5. Certification Areas

a. All Secondary Grades Career and Technical Education areas are included.

1.8.10 Emergency Preliminary Certificate

A. The Emergency Route Preliminary Certificate is issued at the request of an employing agency when the agency documents that it has not been able to find a candidate who is certified and qualified for a position that requires certification. The Emergency Preliminary Certificate is issued to an individual who has adequate content or knowledge of field preparation to fill the position while working towards the completion of requirements for full certification.

1. Duration

a. The Emergency Route Preliminary Certificate is valid for one (1) year.

2. Conditions for Issuance

a. The applicant for a certificate in a teaching area holds a bachelor's degree, if applicable, and the applicant for an administrative area (except for School Business Administrator) or a support professional area holds an advanced degree from an accredited institution;

b. The applicant for an emergency preliminary certificate in a teaching field has sufficient subject matter preparation to teach in the field, but has not demonstrated the level of knowledge through the content assessment The applicant for an emergency preliminary certificate in an administrative or support professional field has sufficient knowledge of the field to serve in the assignment but has not demonstrated the level of knowledge through the knowledge of field assessment;

c. The employing agency can request an emergency preliminary certificate beginning on July 1 prior to a school year and requests for renewal can be made beginning in June of the following year;

d. The employing agency demonstrates that they have advertised the position and made efforts to identify and recruit applicants but were unable to find a candidate who is certified and qualified;

e. The certificate is valid only in the requesting agency.

3. Conditions for Renewal

a. For teaching areas, the applicant has passed the subject matter test prior to first renewal.

b. For administrative and support professional areas, the applicant has passed the knowledge of field test prior to first renewal.

c. The applicant has enrolled in a preparation program if there is an approved Rhode Island program or has developed a credential development plan if there is not an approved Rhode Island program prior to first renewal.

d. The preparation program and the employing agency recommend renewal based on the educator's performance and progress. Beginning with the second renewal, progress in the preparation program must be demonstrated. If there is no approved Rhode Island preparation program, the applicant must demonstrate

progress towards the completion of the credential development plan.

e. The Emergency Route Preliminary Certificate can be renewed up to three (3) times. When appropriate, the educator shall be issued an Expert Residency Preliminary Certificate instead of a renewal of an Emergency Preliminary Certificate.

4. Certification Areas

a. All teacher, administrator, and support professional areas are included.

5. Additional Requirements

a. An Emergency Preliminary Certificate can only be issued for the Support Professional Area of Speech Language Pathologist to an individual who holds a bachelor's degree in communicative disorders from an accredited college or university and has successfully completed no less than eighteen (18) hours of graduate credit in the area of speech language pathology. Districts must assure that the individual is under the direct supervision of a certified speech language pathologist who is supervising no more than one (1) person on an emergency certificate.

1.8.11 Expert Residency Preliminary Certificate

A. The Expert Residency Preliminary Certificate is issued to individuals who have a bachelor's degree, demonstrate subject matter proficiency through content examinations, and have met other coursework or experience requirements specific to individual certification areas.

1. Duration

a. The Expert Residency Preliminary Certificate is valid for one (1) year.

2. Conditions for Issuance

a. The applicant for a certificate in a teaching area holds a bachelor's degree and the applicant for an administrative area (except for School Business Administrator) or for a support professional area holds an advanced degree from an approved institution;

b. The applicant has passed all subject matter assessment requirements in teaching certification areas;

c. The applicant has passed all knowledge of field assessment requirements in administrative certification areas; and

d. The applicant has provided evidence of meeting any other preparation required for specific certification areas as specified in § 1.8.10(A)(5) of this Part.

3. Conditions for Renewal

a. The applicant has enrolled in a preparation program if there is an approved Rhode Island program or developed a credential development plan if there is not an approved Rhode Island program prior to first renewal.

b. The preparation program and the employing agency recommend renewal based on the educator's performance and progress. Beginning with the second renewal, progress in the preparation program must be demonstrated. If there is no approved Rhode Island preparation program, the applicant must demonstrate progress towards the completion of the credential development plan.

c. The Expert Residency Preliminary Certificate can be renewed up to three (3) times.

4. Certification Areas

a. All teacher areas, administrator areas, and support professional certification areas are included.

5. Additional Requirements

a. An applicant for an Expert Residency Preliminary Certificate in Early Childhood Education or Elementary Education has passed the pedagogy assessment, has completed seminars or coursework in the teaching of reading, English language arts, and mathematics, and in teaching students with disabilities.

b. An applicant for an Expert Residency Preliminary Certificate in any Middle Level Education (independent of an Elementary Education or Secondary Grades certificate), Secondary Grades, or All Grades subject matter area, has a major or equivalent in the content field or in a closely related field.

c. An applicant for an Expert Residency Preliminary Certificate in Middle Level Education (added on to an Elementary Education certificate) has demonstrated meeting the content competencies

with a minimum of twenty-one (21) semester hours in the content field.

d. An applicant for an Expert Residency Preliminary Certificate in English as a Second Language has met assessment requirements for teaching English as a Second Language.

e. An applicant for an Expert Residency Preliminary Certificate in Bilingual and Dual Language Education holds a general education certificate for Early Childhood, Elementary Education, Middle Grades Education, Secondary Grades Education, or All Grades Education and has met assessment requirements for teaching English as a Second Language and demonstrated proficiency in the second language of instruction.

f. An applicant for an Expert Residency Preliminary Certificate in Special Education has met assessment requirements for teaching Special Education.

g. An applicant for an Expert Residency Preliminary Certificate in Special Education-Deaf and Hard of Hearing has met assessment requirements for teaching in this field and has met assessment requirements in American Sign Language.

h. An applicant for an Expert Residency Preliminary Certificate in Special Education-Oral/Aural Communication has met assessment requirements for teaching in this field and has demonstrated competency in American Sign Language through the assessment or coursework.

i. An applicant for an Expert Residency Preliminary Certificate in Special Education-Severe Intellectual Disability has met assessment requirements for teaching in this field.

j. An applicant for an Expert Residency Preliminary Certificate in Special Education-Visually Impaired has met assessment requirements for teaching in this field and has demonstrated competency in reading and writing Braille.

k. An applicant for an Expert Residency Preliminary Certificate in Building Level Administrator has met all knowledge of field testing requirements and has three (3) years of educational experience.

l. An applicant for an Expert Residency Preliminary Certificate in District Level Administrator-Curriculum, Instruction and Assessment holds a certificate as a Building Level Administrator and has met all knowledge of field-testing requirements.

m. An applicant for an Expert Residency Preliminary Certificate in District Level Administrator-Special Education holds a certificate as a Building Level Administrator, has met all knowledge of field-testing requirements, and has three (3) years of educational experience in special education.

n. An applicant for an Expert Residency Preliminary Certificate in School Business Administrator has at least three (3) years of significant experience as a business administrator in a non-education context with responsibility in at least two (2) of the following five (5) areas: financial resource management, human resource management, facility management, property acquisition and management, and information management.

o. An applicant for an Expert Residency Preliminary Certificate in Superintendent of Schools has met all knowledge of field-testing requirements and at least three (3) years of significant experience as a building administrator or significant leadership in a non-educational context.

p. An applicant for an Expert Residency Preliminary Certificate in English as a Second Language Specialist/Consultant has met all knowledge of field-testing requirements and has three (3) years teaching experience.

q. An applicant for an Expert Residency Preliminary Certificate in Mathematics Specialist/Consultant has met all knowledge of field-testing requirements and has three (3) years teaching experience.

r. An applicant for an Expert Residency Preliminary Certificate in Reading Specialist/Consultant has met all knowledge of field-testing requirements and has three (3) years teaching experience.

1.8.12 Expert Residency-Shortages Preliminary Certificate

A. The Expert Residency-Shortages Preliminary Certificate is issued to individuals who hold a bachelor's degree and have demonstrated subject matter competency in the shortage area.

1. Duration

a. The Expert Residency-Shortages Preliminary Certificate is valid for three (3) years and may be renewed one (1) time for four (4) years.

2. Conditions for Issuance

a. The applicant holds a bachelor's degree from a regionally accredited institution with a minimum GPA of 2.75;

b. The applicant has met subject matter assessment requirements in the requested area(s);

c. The applicant has provided evidence of meeting the additional certificate requirements for specific certification areas;

d. The applicant provides evidence that the employing agency is requesting issuance on behalf of the applicant; and

e. The applicant provides evidence that induction coaching that includes support for planning, observation, and feedback for a minimum of ninety (90) hours will be provided by the employing agency.

f. The certificate is valid only in the requesting employing agency.

3. Conditions for Renewal

a. The applicant is enrolled in a preparation program prior to renewal or has an approved credential review plan if no approved program is available. The applicant must demonstrate progress in the preparation program at the time of renewal;

b. The preparation program and the employing agency recommend renewal based on the educator's performance in the assignment and progress in the preparation program;

c. The applicant must provide evidence of successful participation in an induction program during the first three (3) years of employment;

d. The applicant has passed any required pedagogy assessments;

e. The applicant has received evaluations ratings of Effective or Highly Effective for two (2) of the three (3) years of employment; and

f. The applicant provides evidence that the employing agency agrees to continue annual evaluation during the four (4) year renewal period and ensures a professional growth plan is in effect focused in areas of growth and improvement.

g. The applicant is eligible for full certification only at the completion of seven (7) years of employment in the requesting district and successful completion of all requirements for full certification.

4. Certification Areas

a. RIDE will identify shortage areas at least every five (5) years and seek the approval of the Council for these identified areas. Potential shortage areas will be identified based on national trends in annual federal loan forgiveness, local trends in high needs areas, as well as local areas of Cultural Competence and School Business Administrator. There is no fee for certification in shortage areas.

b. Requirements for dependent certificates apply to the Expert Residency-Shortages Preliminary Certificate.

c. RIDE will seek approval from the Council prior to the implementation of the Expert Residency Cultural Competence Shortages Certificate.

5. Additional Certificate Requirements

a. For all teacher certificate areas, the applicant must meet subject matter assessment requirements.

b. For the area of Cultural Competence, the applicant must provide evidence that the employing agency conducted a recruitment and hiring process ensuring the applicant's dispositions for success and cultural competence.

c. For the area of School Business Administrator, the applicant must hold a bachelor's degree or advanced degree from an accredited institution in business administration, finance, or a related field.

1.8.13 Fast-Track Principal Expert Residency Preliminary Certificate

A. The Fast-track Principal Expert Residency Preliminary Certificate may be issued to individuals who meet eligibility requirements pursuant to R.I. Gen. Laws § 16-11-9 and have met coursework OR assessment requirements.

1. Duration:

a. The Fast-track Preliminary Certificate is valid for one (1) year.

2. Conditions for Issuance

a. The applicant has a minimum of ten (10) years of experience as a teacher or support professional;

b. The applicant has achieved evaluation ratings of Highly Effective or Effective;

c. The applicant holds a master’s degree or higher;

d. The applicant has a record of consistent leadership within the LEA, demonstrated through serving as a facilitator of professional learning, dean, district coach, department chair, or in another leadership position within a school or LEA; and

e. The applicant has passed all knowledge of field assessment requirements OR has completed coursework in school finance, school law, and instructional leadership/program evaluation inclusive of data analysis.

3. Conditions for Renewals.

a. The applicant has demonstrated progress towards the completion of certification requirements for the Fast-track Principal Certificate; and

b. The employing agency recommends renewal based on performance and progress.

c. The Fast-track Principal Preliminary Certificate may be renewed up to three (3) times.

1.8.14 Temporary Initial Educator Preliminary Certificate

A. A Temporary Initial Educator Preliminary Certificate is issued to an individual who has completed an approved educator preparation program in another state or who is certified in another state and is seeking certification in Rhode Island through reciprocity, but has demonstrated evidence of three (3) years of effective teaching experience.

B. To be awarded the Temporary Initial Educator Preliminary Certificate the individual must meet all of the requirements for the Initial Educator Certificate except for assessment requirements, including content, knowledge of field, and pedagogy assessment requirements. If the individual was prepared at an institution where the language of instruction was not English, then the individual must also meet the English Language Competency testing requirements.

1. Duration

a. The Temporary Initial Educator Preliminary Certificate is valid for one (1) year.

2. Conditions for Issuance

a. RIDE may issue a Temporary Initial Educator Preliminary Certificate if an applicant has completed an approved preparation program or is certified in another state and meets the preparation and eligibility requirements for an Initial Educator Certificate but has

neither taken Rhode Island required assessments nor presented evidence of passing scores.

b. Once the applicant has met the requirements for the Initial Educator Certificate, submitted evidence of meeting the assessment requirement(s), and submitted payment of the fee for the Initial Educator Certificate, the certificate will be issued retroactive to the date of the issuance of the Temporary Initial Educator Preliminary Certificate.

c. An applicant can only receive a Temporary Initial Educator Preliminary Certificate once.

3. Conditions for Renewal

a. This certificate is not renewable.

4. Certification Areas

a. All teacher areas, all administrator areas, and all support professional areas are included.

1.8.15 Visiting Lecturer Preliminary Certificate

A. The Visiting Lecturer Preliminary Certificate is issued at the request of an employing agency to individuals with distinctive qualifications and, therefore, a unique capacity to enhance educational programs in districts.

1. Duration

a. The Visiting Lecturer Preliminary Certificate is valid for one (1) year.

2. Conditions for Issuance

a. The applicant holds unique qualifications that supplement school and district programs;

b. An employing agency has offered the applicant employment;

c. The agency has developed a program of support to assist the lecturer with academic and classroom support and an assurance of regular observation, guidance, and evaluation of the performance of assigned duties; and

d. The certificate is valid only in the requesting agency.

3. Conditions for Renewal

a. The employing agency recommends renewal based on the educator’s performance.

b. The certificate can be renewed annually.

4. Certification Areas

a. All Secondary Grade and All Grade teacher certification areas are included.

1.8.16 Endorsements

Endorsements may be added to existing valid certificates in recognition of expanded or specialty area expertise. RIDE does not require specific endorsements for assignment in public schools, but LEAs may. Renewal requirements do not apply to endorsements. RIDE will designate endorsement areas and will publish competencies for the issuance of endorsements. RIDE will seek approval from the Council prior to the implementation of new endorsement areas.

1.8.17 Special Provisional Certificate

A. The Special Provisional Certificate may be issued to any certified educator holding an Initial, Professional, or Advanced Educator Certificate who has not met the required professional learning units.

1. Duration

a. The Special Provisional Certificate is valid for one (1) year and is non-renewable.

2. Conditions for Issuance

a. The Special Provisional Certificate may be issued to an educator holding an Initial, Professional, or Advanced Educator certificate when professional learning renewal requirements have not been met.

b. The Special Provisional Certificate may only be issued once in an educator's career in Rhode Island.

3. Conditions for Renewal

a. The Special Provisional Certificate is not renewable.

b. Upon submission of required professional learning units at the expiration of the Special Provisional Certificate, the remaining time will be issued on the educator's full certificates. Failure to submit

required professional learning units will result in the expiration of all certificates.

1.9 Teacher Certificate Areas

Teacher certification is offered in subject matter areas and for limited grade ranges that qualify the teacher for specific assignments in Rhode Island public schools. Certification in most teaching areas requires: a bachelor's degree; completion of an approved teacher preparation program that assures completers demonstrate pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS) and content competencies prescribed by the appropriate professional association; field experience that includes a minimum of one (1) year practical residency or equivalent clinical time for the first certification area and other field requirements for the certification area; a minimum of sixty (60) hours of field experience prior to or following the practical residency and passing scores on pedagogy and subject matter testing required for the certification area. A certified teacher may be employed for a maximum of twenty percent (20%) of his/her time in a teacher certificate area and/or at a grade level for which he/she does not hold a certificate, provided there is evidence of competence in the subject matter and the Superintendent and teacher mutually agree to the assignment. Superintendents must obtain a waiver from the Commissioner and notify the local educator union prior to requesting the waiver. Waivers will not be approved if the Commissioner finds the LEA is attempting to use this flexibility to avoid filling full-time positions.

1.9.1 Early Childhood Teacher Certificates

A. Early Childhood Education Teacher, Grades PK-2

1. Validity of Certificate:

    a. This certificate is valid for assignment as an Early Childhood Education Teacher in Grades PK-2 in Rhode Island Public Schools.

2. Requirements:

    a. Has completed an approved program in this certification area;

    b. Holds a bachelor's degree from an approved institution;

    c. Has completed a minimum of one (1) year practical residency or the equivalent in this certification area and a minimum of sixty (60) hours field experience prior to or following residency;

    d. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate, RIDE-approved national professional association;

f. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

g. Has met all pedagogy and subject matter testing requirements for this certification area.

B. Early Childhood Special Education Teacher, Birth through Grade 2

1. Validity of Certificate:

a. This certificate is valid for assignment as an Early Childhood Special Education Teacher from Birth to Grade Two (2) in Rhode Island Public Schools.

b. Teachers who hold only special education certification may work in self-contained settings or may provide services directly to students in general education or other settings.

2. Requirements:

a. Holds certification in Early Childhood Education or has passed the approved content assessment for early childhood education;

b. Has completed an approved program in this certification area;

c. Holds a bachelor’s degree from a regionally accredited institution;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

C. Early Childhood Bilingual and Dual Language Education Teacher, Grades PK-2

1. Validity of Certificate:

a. This certificate is valid for assignment as an Early Childhood Bilingual and Dual Language Education Teacher in Grades PK-2 in Rhode Island Public Schools.

2. Requirements:

a. Holds certification in Early Childhood Education;

b. Has completed an approved program in this certification area;

c. Holds a bachelor's degree from a regionally accredited institution;

d. Has completed a minimum of forty-five (45) hours of practicum in this area;

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations;

f. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment;

g. Has met all pedagogy and subject matter testing requirements for this certification area; and

h. Has demonstrated proficiency in the first and second languages of instruction.

3. Individuals who hold this certificate may obtain English to Speakers of Other Languages certification by demonstrating English proficiency and completing coursework in First and Second Language Acquisition, English Linguistics and Curriculum, and Assessment and Methods for English Learners. The Council will review this pathway every five (5) years for continuing approval.

1.9.2 Elementary Teacher Certificates

A. Elementary Education Teacher, Grades 1-6

1. Validity of Certificate:

a. This certificate is valid for assignment as an Elementary Education Teacher in Grades One to Six (1 to 6) in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

d. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations;

f. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

g. Has met all pedagogy and subject matter testing requirements for this certification area.

B. Elementary Special Education Teacher, Grades 1-6

1. Validity of Certificate:

a. This certificate is valid for assignment as an Elementary Special Education Teacher in Grades One to Six (1 to 6) in Rhode Island Public Schools.

b. Teachers who hold only special education certification may work in self-contained settings or may provide services directly to students in general education or other settings.

2. Requirements:

a. Holds certification in Elementary Education or has passed the approved content assessment for elementary education;

b. Has completed an approved program in this certification area;

c. Holds a bachelor's degree from a regionally accredited institution;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has completed coursework in English Language Arts, Reading, Mathematics, Social Studies and Science content and methods.

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

C. Elementary Bilingual and Dual Language Education Teacher, Grades 1-6

1. Validity of Certificate:

a. This certificate is valid for assignment as an Elementary Bilingual and Dual Language Education Teacher in Grades One to Six (1 to 6) in Rhode Island Public Schools.

2. Requirements:

a. Holds certification in Elementary Education;

b. Has completed an approved program in this certification area;

c. Holds a bachelor’s degree from a regionally accredited institution;

d. Has completed a minimum of forty-five (45) hours of practicum in this area;

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations;

f. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment;

g. Has met all pedagogy and subject matter testing requirements for this certification area; and

h. Has demonstrated proficiency in the first and second language of instruction.

3. Individuals who hold this certificate may obtain English to Speakers of Other Languages certification by demonstrating English proficiency and completing coursework in First and Second Language Acquisition, English Linguistics and Curriculum, and Assessment and Methods for English Learners. The Council will review this pathway every five (5) years for continuing approval.

1.9.3 Middle Grades Teacher Certificates

A. Educators can attain Middle Grades Certification in the following three (3) ways:

1. Option 1. Earn a Middle Grades English, Mathematics, Science, or Social Studies Certificate, independent of any other certificate;

2. Option 2. Extend an Elementary Education Teacher Certificate; or

3. Option 3. Extend a Secondary Grades Biology, Chemistry, English, General Science, Mathematics, Physics or Social Studies certificate.

B. Middle Grades English Teacher, Grades 5-8

1. Validity of Certificate:

a. This certificate is valid for assignment as a Middle Grades English Teacher in Grades Five to Eight (5 to 8) in Rhode Island Public Schools.

2. Requirements:

a. Option One: Middle Grades English Teacher Certification

(1) Has completed an approved program in this certification area;

(2) Holds a bachelor’s degree from an approved institution;

(3) Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

(4) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

(5) Has demonstrated content and pedagogical competencies as prescribed by appropriate and RIDE approved national professional associations;

(6) Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

(7) Has met all pedagogy and subject matter testing requirements for this certification area.

b. Option Two: Middle Grades English Teacher Certification as an extension of an Elementary Education Certificate

(1) Has completed an approved program in this certification area;

(2) Holds a bachelor's degree from an approved institution;

(3) Holds certification in Elementary Education;

(4) Has completed a minimum of forty-five (45) hours of practicum in this certification area;

(5) Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations with a minimum of twenty-one (21) semester hours of coursework in English;

(6) Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

(7) Has met all subject matter testing requirements for this certification area.

c. Option Three: Middle Grades English Teacher Certification as an extension of a Secondary Grades English Teacher

(1) Has completed an approved program in this certification area;

(2) Holds a bachelor's degree from a regionally accredited institution;

(3) Holds certification in Secondary Grades English;

(4) Has completed a minimum of forty-five (45) hours of practicum in this certification area;

(5) Has demonstrated the appropriate RIDE approved national associations pedagogical and content competencies; and

(6) Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment.

C. Middle Grades Mathematics Teacher, Grades 5-8

1. Validity of Certificate:

a. This certificate is valid for assignment as a Middle Grades Mathematics Teacher in Grades Five to Eight (5 to 8) in Rhode Island Public Schools.

2. Requirements:

a. Option One: Middle Grades Mathematics Teacher Certification

(1) Has completed an approved program in this certification area;

(2) Holds a bachelor's degree from an approved institution;

(3) Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

(4) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

(5) Has demonstrated pedagogical and content competencies as prescribed by the appropriate and RIDE approved national associations

(6) Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

(7) Has met all pedagogy and subject matter testing requirements for this certification area.

b. Option Two: Middle Grades Mathematics Teacher Certification as an extension of an Elementary Education Certificate

(1) Has completed an approved program in this certification area;

(2) Holds a bachelor's degree from an approved institution;

(3) Holds certification in Elementary Education;

(4) Has completed a minimum of forty-five (45) hours of practicum in this certification area;

(5) Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national associations with a minimum of twenty-one (21) semester hours of coursework in mathematics;

(6) Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

(7) Has met all subject matter testing requirements for this certification area.

c. Option Three: Middle Grades Mathematics Teacher Certification as an extension of a Secondary Grades Mathematics Teacher

(1) Has completed an approved program in this certification area;

(2) Holds a bachelor's degree from a regionally accredited institution;

(3) Holds certification in Secondary Grades Mathematics;

(4) Has completed a minimum of forty-five (45) hours of practicum in this certification area;

(5) Has demonstrated the content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations; and

(6) Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment.

D. Middle Grades Science Teacher, Grades 5-8

1. Validity of Certificate:

   a. This certificate is valid for assignment as a Middle Grades Science Teacher in Grades Five to Eight (5 to 8) in Rhode Island Public Schools.

2. Requirements:

   a. Option One: Middle Grades Science Teacher Certification

      (1) Has completed an approved program in this certification area;

      (2) Holds a bachelor's degree from an approved institution;

      (3) Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to and following residency;

      (4) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

      (5) Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations;

      (6) Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

      (7) Has met all pedagogy and subject matter testing requirements for this certification area.

   b. Option Two: Middle Grades Science Teacher Certification as an extension of an Elementary Education Certificate

      (1) Has completed an approved program in this certification area;

      (2) Holds a bachelor's degree from a regionally accredited institution;

      (3) Holds certification in Elementary Education;

(4) Has completed a minimum of forty-five (45) hours of practicum in this certification area;

(5) Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations with a minimum of twenty-one (21) semester hours of coursework in Science;

(6) Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

(7) Has met all subject matter testing requirements for this certification area.

c. Option Three: Middle Grades Science Teacher Certification as an extension of a Secondary Grades Biology, Chemistry, General Science, or Physics Teacher

(1) Has completed an approved program in this certification area;

(2) Holds a bachelor's degree from a regionally accredited institution;

(3) Holds certification in Secondary Grades Biology, Chemistry, General Science, or Physics;

(4) Has completed a minimum of forty-five (45) hours of practicum in this certification area; and

(5) Has demonstrated the content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations; and

(6) Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment.

E. Middle Grades Social Studies Teacher, Grades 5-8

1. Validity of Certificate:

a. This certificate is valid for assignment as a Middle Grades Social Studies Teacher in Grades Five to Eight (5 to 8) in Rhode Island Public Schools.

2. Requirements:

a. Option One: Middle Grades Social Studies Teacher Certification

(1) Has completed an approved program in this certification area;

(2) Holds a bachelor's degree from an approved institution;

(3) Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

(4) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

(5) Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations;

(6) Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

(7) Has met all pedagogy and subject matter testing requirements for this certification area.

b. Option Two: Middle Grades Social Studies Teacher Certification as an extension of an Elementary Education Certificate

(1) Has completed an approved program in this certification area;

(2) Holds a bachelor's degree from an approved institution

(3) Holds certification in Elementary Education;

(4) Has completed a minimum of forty-five (45) hours of practicum in this certification area;

(5) Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations with a minimum of twenty-one (21) semester hours of coursework in Social Studies;

(6) Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

(7) Has met all subject matter testing requirements for this certification area.

c. Option Three: Middle Grades Social Studies Certification as an extension of a Secondary Grades Social Studies Teacher

(1) Has completed an approved program in this certification area;

(2) Holds a bachelor's degree from an approved institution;

(3) Holds certification in Secondary Grades Social Studies;

(4) Has completed a minimum of forty-five (45) hours of practicum in this certification area; and

(5) Has demonstrated the content and pedagogical competencies as prescribed by the appropriate and RIDE approved national associations; and

(6) Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment.

F. Middle Grades Special Education Teacher, Grades 5-8

1. Validity of Certificate:

a. This certificate is valid for assignment as a Middle Grades Special Education Teacher in Grades Five to Eight (5 to 8) in Rhode Island Public Schools.

(1) Educators who hold certification in Elementary Education, Elementary Special Education, and Middle Grades Education in a content field are also eligible for assignment as a Middle Grades Special Education Teacher in Grades Five to Eight (5 to 8) in Rhode Island Public Schools without adding the specific Middle Grades Special Education Teacher Grades Five to Eight (5 to 8) certification area.

(2) Educators who hold certification in Secondary Grades certification in a content field, Secondary Special Education, and Middle Grades Education in a content field are also

eligible for assignment as a Middle Grades Special Education Teacher in Grades Five to Eight (5 to 8) in Rhode Island Public Schools without adding the specific Middle Grades Special Education Teacher Grades Five to Eight (5 to 8) certification area.

b. Teachers who hold only special education certification may work in self-contained settings in the content area demonstrated or may provide services directly to students in general education or other settings in any content area.

2. Requirements

-a. Holds certification in Middle Grades English, Mathematics, Science or Social Studies or has successfully passed an approved content assessment;

b. Has completed an approved program in special education;

c. Holds a bachelor's degree from a regionally accredited institution;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

G. Middle Grades Bilingual and Dual Language Education Teacher, Grades 5-8

1. Validity of Certificate:

a. This certificate is valid for assignment as a Middle Grades Bilingual and Dual Language Education Teacher in Grades Five to Eight (5 to 8) in Rhode Island Public Schools.

(1) Educators who hold certification in Elementary Education, Elementary Bilingual and Dual Language Education, and Middle Grades Education in a content field are also eligible for assignment as a Middle Grades Bilingual and Dual Language Education Teacher in Grades Five to Eight (5 to 8) in Rhode Island Public Schools without adding the specific Middle Grades Bilingual and Dual Language Education Teacher Grades Five to Eight (5 to 8) certification area.

(2) Educators who hold certification in Secondary Grades certification in a content field, Secondary Bilingual and Dual Language Education, and Middle Grades Education in a content field are also eligible for assignment as a Middle Grades Bilingual and Dual Language Education Teacher in Grades Five to Eight (5 to 8) in Rhode Island Public Schools without adding the specific Middle Grades Bilingual and Dual Language Education Teacher Grades Five to Eight (5 to 8) certification area.

2. Requirements:

a. Holds certification in Middle Grades English, Mathematics, Science, or Social Studies;

b. Has completed an approved program in this certification area;

c. Holds a bachelor's degree from a regionally accredited institution;

d. Has completed a minimum of forty-five (45) hours of practicum in this area;

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations;

f. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment;

g. Has met all pedagogy and subject matter testing requirements for this certification area; and

h. Has demonstrated proficiency in the first and second language of instruction.

3. Individuals who hold this certificate may obtain English to Speakers of Other Languages certification by demonstrating English proficiency and completing coursework in First and Second

Language Acquisition, English Linguistics and Curriculum, and Assessment and Methods for English Learners. The Council will review this pathway every five (5) years for continuing approval.

1.9.4 Secondary Grades Teacher Certificates

A. Secondary Grades Agriculture Teacher, Grades 7-12

1. Validity of Certificate:

   a. This certificate is valid for assignment as a Secondary Grades Agriculture Teacher in Grades Seven to Twelve (7 to 12) in Rhode Island Public Schools.

2. Requirements:

   a. Has completed an approved program in this certification area;

   b. Holds a bachelor's degree from a regionally accredited institution;

   c. Has completed a major or the equivalent in Agriculture or a closely related field;

   d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

   e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

   f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations;

   g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

   h. Has met all pedagogy and subject matter testing requirements for this certification area.

B. Secondary Grades Biology Teacher, Grades 7-12

1. Validity of Certificate:

   a. This certificate is valid for assignment as a Secondary Grades Biology Teacher in Grades Seven to Twelve (7 to 12) in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a major or the equivalent in Biology or a closely related field;

d. Has completed a minimum of one (1) year of residency in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

C. Secondary Grades Business Education Teacher, Grades 7-12

1. Validity of Certificate:

a. This certificate is valid for assignment as a Secondary Grades Business Education Teacher in Grades 7-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a major or the equivalent in Business Education or a closely related field;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional association, the National Business Education Association (NBEA);

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

D. Secondary Grades Career and Technical Education Teacher, Grades 7-12

1. Validity of Certificate:

a. This certificate is valid for assignment as a Secondary Grades Career and Technical Education Teacher in Grades Seven to Twelve (7 to 12) in the specific career and technical education area of certification in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. If applicable, holds a valid occupational license/certification in the career and technical area issued by the appropriate Rhode Island governing body;

c. Holds the appropriate level of post-secondary education for the CTE area sought as identified by RIDE;

d. Has completed a minimum of one (1) year of residency in this area and a minimum of sixty (60) hours field experience prior to or following residency. Individuals who have successfully completed three (3) years of teaching in Rhode Island while holding a CTE Preliminary Certificate are not required to complete a residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate association for the specific career and technical area, when available;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment;

h. Has five (5) years of work experience in the specific career and technical area if holds a high school diploma. The applicant has three (3) years of work experience in the career and technical area if the applicant holds an associate's or bachelor's degree in the career and technical area; and

i. Has met all pedagogy and subject matter testing requirements for this certification area.

j. Individuals who hold advanced state issued licenses or advanced industry certificates are not required to complete subject matter testing requirements.

k. Any work experience or degree completed more than ten (10) years prior to the date of application must meet subject matter testing requirements regardless of other licenses held.

E. Secondary Grades Chemistry Teacher, Grades 7-12

1. Validity of Certificate:

a. This certificate is valid for assignment as a Secondary Grades Chemistry Teacher in Grades Seven to Twelve (7 to 12) in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor’s degree from a regionally accredited institution;

c. Has completed a major or the equivalent in Chemistry or a closely related field;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

F. Secondary Grades English Teacher, Grades 7-12

1. Validity of Certificate:

a. This certificate is valid for assignment as a Secondary Grades English Teacher in Grades Seven to Twelve (7 to 12) in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a major or the equivalent in English or a closely related field;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

G. Secondary Grades General Science Teacher, Grades 7-12

1. Validity of Certificate:

a. This certificate is valid for assignment as a Secondary Grades General Science Teacher in Grades Seven to Twelve (7 to 12) in Rhode Island Public Schools.

2. Requirements:

a. Option One:

(1) Has completed an approved program in this certification area;

(2) Holds a bachelor's degree from a regionally accredited institution;

(3) Has completed a major or the equivalent in General Science or a closely related field;

(4) Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

(5) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

(6) Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

(7) Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

(8) Has met all pedagogy and subject matter testing requirements for this certification area.

b. Option Two

(1) Hold certification in any two (2) of the other three (3) secondary grades science areas (Biology, Chemistry, Physics) pursuant to R.I. Gen. Laws § 16-11-3.

H. Secondary Grades Mathematics Teacher, Grades 7-12

1. Validity of Certificate:

a. This certificate is valid for assignment as a Secondary Grades Mathematics Teacher in Grades Seven to Twelve (7 to 12) in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a major or the equivalent in Mathematics or a closely related field;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

I. Secondary Grades Physics Teacher, Grades 7-12

1. Validity of Certificate:

a. This certificate is valid for assignment as a Secondary Grades Physics Teacher in Grades Seven to Twelve (7 to 12) in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a major or the equivalent in Physics or a closely related field;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

J. Secondary Grades Social Studies Teacher, Grades 7-12

1. Validity of Certificate:

a. This certificate is valid for assignment as a Secondary Grades Social Studies Teacher in Grades Seven to Twelve (7 to 12) in Rhode Island Public Schools. This certificate is also valid for teaching secondary history, anthropology, economics, geography, political science, and sociology.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a major or the equivalent in Social Studies with an emphasis in history or a closely related field.

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

K. Secondary Grades Special Education Teacher, Grades 7-12

1. Validity of Certificate:

a. This certificate is valid for assignment as a Secondary Grades Special Education Teacher in Grades Seven to Twelve (7 to 12) in Rhode Island Public Schools.

b. Teachers who hold only special education certification may work in self-contained settings in the content area designated or may provide services directly to students in general education or other settings in any content area.

2. Requirements:

a. Holds certification in Secondary Grades Agriculture, Biology, Business Education, Career and Technical Education, Chemistry, English, General Science, Mathematics, Physics or Social Studies or has passed an approved content assessment;

b. Has completed an approved program in this certification area;

c. Holds a bachelor's degree from a regionally accredited institution;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

L. Secondary Grades Bilingual and Dual Language Education Teacher, Grades 7-12

1. Validity of Certificate:

a. This certificate is valid for assignment as a Secondary Grades Bilingual and Dual Language Education Teacher in Grades Seven to Twelve (7 to 12) in Rhode Island Public Schools.

2. Requirements:

a. Holds certification in Secondary Grades Agriculture, Biology, Business Education, Chemistry, English, General Science, Mathematics, Physics, or Social Studies;

b. Has completed an approved program in this certification area;

c. Holds a bachelor's degree from a regionally accredited institution;

d. Has completed a minimum of forty-five (45) hours of practicum in this area;

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

f. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment;

g. Has met all pedagogy and subject matter testing requirements for this certification area; and

h. Has demonstrated proficiency in the first and second language of instruction.

3. Individuals who hold this certificate may obtain English to Speakers of Other Languages certification by demonstrating English proficiency and completing coursework in First and Second Language Acquisition, English Linguistics and Curriculum, and Assessment and Methods for English Learners. The Council will review this pathway every five (5) years for continuing approval.

1.9.5 All Grades Teacher Certificates

A. All Grades Adapted Physical Education Teacher, Grades PK-12

1. Validity of Certificate:

a. This certificate is valid for assignment as an All Grades Adapted Physical Education Teacher in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Holds certification in All Grades Physical Education;

b. Has completed an approved program in this certification area;

c. Holds a bachelor's degree from a regionally accredited institution;

d. Has completed seventy-five (75) hours of practicum;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

B. All Grades Art Teacher, Grades PK-12

1. Validity of Certificate:

a. This certificate is valid for assignment as an All Grades Art Teacher in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a major or the equivalent in Art or a closely related field;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

C. All Grades Dance Teacher, Grades PK-12

1. Validity of Certificate:

a. This certificate is valid for assignment as an All Grades Dance Teacher in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a major or the equivalent in Dance or a closely related field;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

D. All Grades Family and Consumer Science Teacher, Grades PK-12

1. Validity of Certificate:

a. This certificate is valid for assignment as an All Grades Family and Consumer Science Teacher in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a major or the equivalent in Family and Consumer Science or a closely related field;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content competencies as prescribed by the appropriate RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

E. All Grades Health Teacher, Grades PK-12

1. Validity of Certificate:

a. This certificate is valid for assignment as an All Grades Health Teacher in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a major or the equivalent in Health or a closely related field;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

F. All Grades Library Media Teacher, Grades PK-12

1. Validity of Certificate:

a. This certificate is valid for assignment as an All Grades Library Media Teacher in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a major or the equivalent in Library Media or a closely related field;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to and following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

G. All Grades Music Teacher, Grades PK-12

1. Validity of Certificate:

    a. This certificate is valid for assignment as an All Grades Music Teacher in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

    a. Has completed an approved program in this certification area;

    b. Holds a bachelor's degree from a regionally accredited institution;

    c. Has completed a major or the equivalent in Music or a closely related field;

    d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

    e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

    f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

    g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

    h. Has met all pedagogy and subject matter testing requirements for this certification area.

H. All Grades Physical Education Teacher, Grades PK-12

1. Validity of Certificate:

    a. This certificate is valid for assignment as an All Grades Physical Education Teacher in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

    a. Has completed an approved program in this certification area;

    b. Holds a bachelor's degree from a regionally accredited institution;

    c. Has completed a major or the equivalent in Physical Education or a closely related field;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

I. All Grades School Nurse Teacher, Grades PK-12

1. Validity of Certificate:

a. This certificate is valid for assignment as an All Grades School Nurse Teacher and as a Health Teacher in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a professional nursing program;

d. Has three (3) years of documented experience as a professional nurse;

e. Has a current Rhode Island Nursing License as set forth in the Rhode Island Department of Health Regulation, Licensing of Nurses and Standards for the Approval of Basic Nursing Education Programs, 216-RICR-40-05-3;

f. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

g. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

h. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

i. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

j. Has met all pedagogy and subject matter testing requirements for this certification area.

J. All Grades Registered School Nurse, Grades PK-12 Effective 06/01/2019

1. Validity of Certificate:

a. This certificate is valid for assignment as a Registered School Nurse in Grades PK-12 in Rhode Island Public Schools. Individuals who hold this certificate are not eligible to serve as teachers of record.

2. Requirements:

a. Holds a bachelor's degree from a regionally accredited institution;

b. Has completed a professional nursing program;

c. Has three (3) years of documented experience as a professional nurse;

d. Has a current Rhode Island Nursing License as set forth in the Rhode Island Department of Health Regulation, Licensing of Nurses and Standards for the Approval of Basic Nursing Education Programs, 216-RICR-40-05-3;

e. During the first renewal cycle from Initial to Professional level certification, individuals must complete professional learning units in school-based nursing procedures, child and adolescent development, and supports for student learning needs.

f. Superintendents must submit verification to RIDE that they were unable to hire a certified School Nurse Teacher as described in § 1.9.5(I) of this Part, or that the position does not involve serving as a teacher of record.

K. All Grades Technology Education Teacher, Grades PK-12

1. Validity of Certificate:

a. This certificate is valid for assignment as an All Grades Technology Education Teacher in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a major or the equivalent in Technology Education or a closely related field;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

L. All Grades Theatre Teacher, Grades PK-12

1. Validity of Certificate:

a. This certificate is valid for assignment as an All Grades Theatre Teacher in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a major or the equivalent in Theatre or a closely related field;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

M. All Grades World Language Teacher, Grades PK-12

1. Validity of Certificate:

a. This certificate is valid for assignment as an All Grades World Language Teacher in a specific language in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a major or the equivalent in a specific World Language or a closely related field;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

N. All Grades Special Education - Deaf and Hard of Hearing Teacher PK-12 - American Sign Language

1. Validity of Certificate:

a. This certificate is valid for assignment as a Special Education - Deaf and Hard of Hearing Teacher - American Sign Language in Grades PK-12 in Rhode Island Public Schools.

b. Teachers who do not hold additional certification in a general education area may not serve as a teacher of record for early childhood, elementary, middle or secondary classrooms.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

d. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

f. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment;

g. Has demonstrated awareness in Oral/Aural Communication by evidence of three (3) credits in Oral/Aural Communication. This requirement may be met at certification issuance or first renewal;

g. Has demonstrated competency in American Sign Language (ASL); and

h. Has met all pedagogy and subject matter testing requirements for this certification area.

O. All Grades Special Education - Deaf and Hard of Hearing Teacher PK-12 - Oral/Aural Communication

1. Validity of Certificate:

a. This certificate is valid for assignment as a Special Education - Deaf and Hard of Hearing Teacher - Oral/Aural Communication in Grades PK-12 in Rhode Island Public Schools.

b. Teachers who do not hold additional certification in a general education area may not serve as a teacher of record for early childhood, elementary, middle or secondary classrooms.

2. Requirements:

a. Has completed an approved program in this certification area;

c. Holds a bachelor's degree from a regionally accredited institution;

d. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

e. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

g. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment;

h. Has demonstrated awareness in American Sign Language (ASL) either by evidence of the RI approved American Sign Language assessment or three (3) credits in American Sign Language. This requirement may be met at certification issuance or first renewal.; and

i. Has met all pedagogy and subject matter testing requirements for this certification area.

P. All Grades Special Education – Visually Impaired Teacher PK-12

1. Validity of Certificate:

    a. This certificate is valid for assignment as a Special Education – Visually Impaired Teacher in Grades PK-12 in Rhode Island Public Schools.

    b. Teachers who do not hold additional certification in a general education area may not serve as a teacher of record for early childhood, elementary, middle or secondary classrooms.

2. Requirements:

    a. Has completed an approved program in this certification area;

    b. Holds a bachelor's degree from a regionally accredited institution;

    c. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

    d. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

    e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

    f. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment;

    g. Has demonstrated competency in reading and writing Braille; and

    h. Has met all pedagogy and subject matter testing requirements for this certification area.

Q. All Grades Special Education – Severe Intellectual Disability Teacher PK-12

1. Validity of Certificate:

    a. This certificate is valid for assignment as a Special Education – Severe Intellectual Disability Teacher in Grades PK-12 in Rhode Island Public Schools.

    b. Teachers who do not hold additional certification in a general education area may not serve as a teacher of record for early childhood, elementary, middle or secondary classrooms.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree from a regionally accredited institution;

c. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency;

d. Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

f. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

g. Has met all pedagogy and subject matter testing requirements for this certification area.

R. All Grades Bilingual and Dual Language Education Teacher, Grades PK-12

1. Validity of Certificate:

a. This certificate is valid for assignment as an All Grades Bilingual and Dual Language Education Teacher in Grades PK-12 in Rhode Island Public Schools

2. Requirements:

a. Holds certification in any All Grades content area;

b. Has completed an approved program in this certification area;

c. Holds a bachelor's degree from an approved institution;

d. Has completed a minimum of forty-five (45) hours of practicum in this area;

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national associations;

f. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment;

g. Has met all pedagogy and subject matter testing requirements for this certification area; and

h. Has demonstrated proficiency in the first and second language of instruction.

3. Individuals may obtain English to Speakers of Other Languages certification by demonstrating English proficiency and completing coursework in First and Second Language Acquisition, English Linguistics and Curriculum, and Assessment and Methods for English Learners. The Council will review this pathway every five (5) years for continuing approval.

S. All Grades English as a Second Language Education Teacher, Grades PK-12

1. Validity of Certificate:

a. This certificate is valid for assignment as an English as a Second Language Education Teacher in Grades PK-12 in Rhode Island Public Schools. Educators who hold this certificate may also teach in English in dual language programs.

(1) NOTE: Educators holding only the All Grades English as a Second Language Education Teacher, Grades PK-12 certificate are restricted to providing English Language development support and may not serve as a teacher of record in early childhood, elementary, middle level or secondary grades.

b. Individuals who have previously taught for less than two (2) years in a dual language program must complete professional learning in the foundations and implementation of dual language programming as part of their accumulation of professional learning units (PLUs) for certification renewal. The Council will review this pathway every five (5) years for continuing approval.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor’s degree from a regionally accredited institution;

c. Has completed a minimum of one (1) year of practical residency or the equivalent in this area and a minimum of sixty (60) hours field experience prior to or following residency ;

d. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations;

e. Has demonstrated a deep understanding of applicable student standards and proficiency in designing and implementing standards-based instruction and assessment; and

f. Has met all pedagogy and subject matter testing requirements for this certification area.

1.10 Administrator Certificate Areas

A. Administrator certification is offered in a variety of PK-12 areas that qualify the administrator for specific assignments in Rhode Island public schools.

B. Certification in administrator areas requires:

1. An advanced degree (except for school business manager);

2. Completion of an approved educator preparation program that assures completers demonstrate the competencies within the certification field prescribed by the appropriate professional association;

3. Field experience that includes a three hundred (300) hour internship for building level administrators; and

4. Passing scores on any knowledge of field testing required for the certification area.

1.10.1 Building Level Administrator Certificates

A. Building Level Administrator PK-12

1. Validity of Certificate:

a. This certificate is valid for assignment as a Building Level Administrator in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds an advanced degree from a regionally accredited institution;

c. Has completed a minimum of a three hundred (300) hour internship in this area;

d. Has three (3) years of PK-12 professional education experience;

e. Has demonstrated the professional competencies of the Rhode Island Standards for Educational Leadership (RISEL) with an emphasis on the content required of a building level administrator;

f. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations; and

g. Has met all knowledge of field-testing requirements for this certification area.

B. Building Level Administrator PK-12 Fast-track (New Section)

1. Validity of Certificate:

a. This certification is valid for assignment as a Building Level Administrator in Grades PK-12 in Rhode Island Public Schools.

2. Eligibility Requirements pursuant to R.I. Gen. Laws § 16-11-9; verified by the employing agency

a. Has a minimum of ten (10) years' experience as a teacher or support professional;

b. Has achieved evaluation ratings of Highly Effective or Effective;

c. Holds a master's degree or higher;

d. Has a record of consistent leadership within the LEA, demonstrated through serving as a facilitator of professional learning, a dean, a district coach, a department chair, or in another leadership position within a school or LEA;

e. Has a recommendation from the superintendent of the LEA where the individual has worked previously or is currently working.

3. Requirements pursuant to R.I. Gen. Laws § 16-11-9:

a. Has completed a year-long, minimum of three hundred (300) hours, internship where currently employed. The internship experience is designed by the employing agency, in accordance to RIDE guidelines, to approximate the activities of a building administrator. The Superintendent will evaluate the internship experience according to the Rhode Island Standards for Educational Leaders and will provide a recommendation only for educators who demonstrate the competency to successfully meet the expectations established in the internship;

b. Has led a district or school-wide initiative;

c. Has completed coursework in school finance, school law, and instructional leadership/program evaluation inclusive of data analysis from a regionally accredited institution;

d. Has met all knowledge of field-testing requirements for this certification area;

e. During the first renewal cycle, individuals must complete a RIDE-approved leadership development program.

1.10.2 District Level Administrator Certificates

A. District Level Administrator-Curriculum, Instruction, and Assessment

1. Validity of Certificate:

a. This certificate is valid for assignment as a District Level Administrator-Curriculum, Instruction, and Assessment in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Holds certification as Building Level Administrator;

b. Has completed an approved program in this certification area;

c. Holds an advanced degree from a regionally accredited institution;

d. Has demonstrated the professional competencies of the Rhode Island Standards for Educational Leadership (RISEL) with an emphasis on the content required of a district level curriculum, instruction, and assessment administrator;

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations; and

f. Has met all knowledge of field testing requirements for this certification area.

B. District Level Administrator-Special Education

1. Validity of Certificate:

a. This certificate is valid for assignment as a District Level Administrator-Special Education in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area; or

b. Has completed nine (9) graduate level credits in special education and has completed graduate level credits in the following areas: supervision of special education programs and services, supervision of personnel, supervision of instruction or program evaluation, and school and district finance;

c. Holds an advanced degree from a regionally accredited institution;

d. Has three (3) years of professional education experience in teaching as a special educator, speech and language pathologist, school social worker, or school psychologist;

e. Has demonstrated the professional competencies of the Rhode Island Standards for Educational Leadership (RISEL) with an emphasis on the content required of a district level special education administrator;

f. Has demonstrated content competencies as prescribed by the appropriate RIDE approved national professional associations; and

g. Has met all knowledge of field testing requirements for this certification area.

C. School Business Administrator

1. Validity of Certificate:

a. This certificate is valid for assignment as a School Business Administrator in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a bachelor's degree in business administration, finance, or a related field;

c. Three (3) years of professional experience in financial management or school business operations;

d. Has demonstrated the professional competencies of the Rhode Island Standards for Educational Leadership (RISEL) with an emphasis on the content required of a school business administrator; and

e. Has demonstrated content competencies as prescribed by the Association of School Business Officials International (ASBO).

D. Superintendent of Schools

1. Validity of Certificate:

a. This certificate is valid for assignment as a Superintendent of Schools in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds an advanced degree from a regionally accredited institution;

c. Holds building level administrator certificate or has significant leadership experience in organizations other than schools;

d. Has demonstrated the professional competencies of the Rhode Island Standards for Educational Leadership (RISEL) with an emphasis on the content required of a superintendent of schools;

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations; and

f. Has met all knowledge of field testing requirements for this certification area.

1.11 Support Professional Certificate Areas

A. Support Professional certification is offered in specific fields and for specific grade ranges that qualify the support professional for specific assignments in Rhode Island public schools.

B. Certification in support professional areas requires:

1. An advanced degree;

2. Completion of an approved educator preparation program that assures completers demonstrate the competencies within the certification field prescribed by the appropriate professional association;

3. Field experience that includes a minimum of a three hundred (300) hour internship for instructional leaders, specialists/consultants, and school counselor certification areas; and

4. Passing scores on any knowledge of field testing required for the certification area.

1.11.1 Instructional Certificates

A. Instructional Leader

1. Validity of Certificate:

   a. This certificate is valid for assignment as an Instructional Leader in grades PK-12 in Rhode Island Public Schools.

2. Requirements:

   a. Holds certification as a Rhode Island teacher or support professional;

   b. Has three (3) years of teaching experience;

   c. Has completed an approved program in this certification area;

   d. Holds an advanced degree from a regionally accredited institution;

   e. Has completed a minimum of three hundred (300) hours of internship in this area; and

   f. Has demonstrated field competencies as prescribed by the appropriate RIDE approved national professional associations.

1.11.2 Related Service Providers

A. School Counselor

1. Validity of Certificate:

   a. This certificate is valid for assignment as a School Counselor in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

   a. Has completed an approved program in this certification area;

   b. Holds an advanced degree from a regionally accredited institution;

   c. Has completed a minimum of three hundred (300) hours of internship in this area;

   d. Has demonstrated field competencies as prescribed by the appropriate RIDE approved national professional associations; and

e. Has met all knowledge of field testing requirements for this certification area.

B. School Psychologist

1. Validity of Certificate:

a. This certificate is valid for assignment as a School Psychologist in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds an advanced degree in school psychology from a regionally accredited institution;

c. Has demonstrated field competencies as prescribed by the appropriate RIDE approved national professional associations; and

d. Has met all knowledge of field testing requirements for this certification area.

C. School Social Worker

1. Validity of Certificate:

a. This certificate is valid for assignment as a School Social Worker in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds a master's degree in social work;

c. Currently holds a clinical social worker license issued by the Rhode Island Board of Registration for Social Workers;

d. Has demonstrated field competencies as prescribed by the appropriate RIDE approved national professional associations; and

e. Has met all knowledge of field testing requirements for this certification area.

D. Speech and Language Pathologist

1. Validity of Certificate:

a. This certificate is valid for assignment as a Speech and Language Pathologist in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Has completed an approved program in this certification area;

b. Holds an advanced degree in Speech and Language Pathology from a regionally accredited institution;

c. Has demonstrated field competencies as prescribed by the appropriate RIDE approved national professional associations; and

d. Has met all knowledge of field-testing requirements for this certification area.

1.11.3 Specialists/Consultants

A. English as a Second Language Specialist/Consultant

1. Validity of Certificate:

a. This certificate is valid for assignment as an English as a Second Language Specialist/Consultant in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Holds certification as a Rhode Island teacher;

b. Has three (3) years of teaching experience;

c. Has completed an approved program in this certification area;

d. Holds an advanced degree from a regionally accredited institution;

e. Has completed a minimum of three hundred (300) hours of internship in this area;

f. Has demonstrated field competencies as prescribed by the appropriate RIDE approved national professional associations; and

g. Has met all knowledge of field testing requirements for this certification area

B. Mathematics Specialist/Consultant

1. Validity of Certificate:

a. This certificate is valid for assignment as a Mathematics Specialist/Consultant in Grades PK-8 in Rhode Island Public Schools.

2. Requirements:

a. Holds certification as a Rhode Island teacher;

b. Has three (3) years of teaching experience;

c. Has completed an approved program in this certification area;

d. Holds an advanced degree from a regionally accredited institution;

e. Has completed a minimum of three hundred (300) hours of internship in this area;

f. Has demonstrated field competencies as prescribed by the appropriate RIDE approved national professional associations; and

g. Has met all knowledge of field testing requirements for this certification area.

C. Reading Specialist/Consultant

1. Validity of Certificate:

a. This certificate is valid for assignment as a Reading Specialist/Consultant in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Holds certification as a Rhode Island teacher;

b. Has three (3) years of teaching experience;

c. Has completed an approved program in this certification area;

d. Holds an advanced degree from a regionally accredited institution;

e. Has completed a minimum of three hundred (300) hours of internship in this area;

f. Has demonstrated field competencies as prescribed by the appropriate RIDE approved national professional associations; and

g. Has met all knowledge of field testing requirements for this certification area.

1.12 Substitute Teachers and Athletic Coaches

A. The following requirements apply to substitute teachers and athletic coaches.

1. Athletic Coach

   a. Successfully complete a First Aid and Cardiopulmonary Resuscitation (CPR) course prior to employment as a coach; and

   b. Meet all additional requirements of the Rhode Island Interscholastic League.

2. Day to Day Substitute Teacher

   a. An individual who is employed, on a temporary basis, for fewer than forty-five (45) days in the same assignment.

   b. Individuals must hold:

      (1) A bachelor’s degree or higher from a regionally accredited college or university; or

      (2) An associate's degree from a regionally accredited college or university; or

      (3) A minimum of two years college completion on track to a four year degree.

   c. Substitutes for School Nurse Teacher must hold a license as a Registered Nurse.

3. Substitute Teacher-Long-term

   a. An individual who is employed, on a temporary basis, for more than forty-five (45) consecutive days in the same assignment must hold an appropriate certificate for the assignment.

1.13 Adding New Certificate Areas

A. Teachers who hold Secondary Grades certification in one (1) area can add certification in another secondary area by demonstrating competency in the content area by holding a major or the equivalent in the area and passing the subject matter examination in the new area. Teachers who are certified in one science area and who want to add a second science area can demonstrate competency in the new area with a minimum of twenty-four (24) hours of coursework and passing the subject matter examination in the new area.

B. Teachers who hold All Grades certification in one World Language can add certification in another World Language by demonstrating competency in the new area with a minimum of twenty-four (24) hours of coursework and passing the subject matter examination in the new area.

C. The addition of new certification areas in all other circumstances requires educators to complete approved programs of study that are based on the new knowledge and skills to meet the requirements of these regulations for the new area of certification. Preparation programs shall tailor program expectations to acknowledge the commonalities across related certification areas and only require that the candidates develop and demonstrate the additional knowledge and skills required for the new certification area. In certification areas for which there is no approved Rhode Island educator preparation program, RIDE will review an applicant's preparation and readiness for certification through the credential review process.

1.14 Reinstatement

A. Certificates can be reinstated for two (2) reasons:

1. Reinstatement for certificate expiration; and

2. Individuals seeking to reinstate certifications due to active duty while in the United States Military shall renew their certifications as outlined in R.I. Gen. Laws § 30-20-1.

B. Reinstatement for Certificate Expiration

1. An educator who has met all requirements for certificate renewal, but did not renew the certificate(s) prior to its expiration date is eligible to reinstate the certificate(s) for up to one (1) year without completing any additional requirements. A reinstatement fee will be applied to the application.

2. If one (1) year up to ten (10) years has lapsed since the expiration of the certificate(s), the educator must take and pass current Rhode Island certificate assessments, if not previously passed, to ensure currency in the field. A reinstatement fee will be applied to the application.

3. If more than ten (10) years has elapsed since the expiration of the certificate(s), the educator must reapply for and meet requirements for an initial certificate, including meeting all competency and assessment requirements as part of an approved program or credential review.

4. Requirements for reinstatement:

a. Complete a reinstatement application;

b. Submit all documentation necessary to demonstrate conditions for reinstatement have been met; and

c. Submit a reinstatement application, reinstatement fee, and the appropriate certificate fees.

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d.. RIDE will review the request for reinstatement and will make a determination based upon the evidence submitted.

1.15 Appeals

All decisions regarding certification under this Part may be appealed to the Director of the Office of Educator Excellence and Certification Services. Decisions of the Director may be appealed to the Commissioner of Education for hearing pursuant to R.I. Gen. Laws § 16-39-1.

1.16 Ongoing Review of Certification Regulations

RIDE will review application processes, certification requirements, certification routes, types, and areas, and certification policy on a periodic basis and bring recommendations for changes to the Council to assure that this Part remains current and continues to respond to the changing needs of Rhode Island schools and school districts.