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

Ken Wagner, Ph.D.
Commissioner

Enclosure 5b2
August 21, 2018

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TO: Members of the Council on Elementary and Secondary Education

FROM: Ken Wagner, Ph.D., Commissioner

RE: Approval to Promulgate the Proposed Revisions to the Regulations Governing the Certification of Educators in Rhode Island and Scheduling of Public Hearings

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Attached please find the red-line version of the Regulations Governing the Certification of Educators in Rhode Island, which was shared at the July 17, 2018, Council meeting. The proposed revisions is based on feedback from the Council over the last several months, as well as many other stakeholders.

This regulation, which has been reformatted in order to comply with the Administrative Procedures Act, will undergo a 30-day of public review and comment period and will be scheduled for four public hearings.

RECOMMENDATION: THAT, the Council on Elementary and Secondary Education approves to promulgate the Proposed Revisions to the Regulations Governing the Certification of Educators in Rhode Island, for the Purpose of Public Review and Comment, and Scheduling of Public Hearings.

Modifications to Red-line Certification Regulations Since April 24, 2018

Page Number and Section	Modification Summary	Reason for Modification	Notes
P.1: 1.1 Purpose, Scope, Authority	Add effective dates	There are varying effective dates in the regulations	
P.6: Definitions	Add definition for One-Year Residency	Provide clarity and distinction from other field experiences	RIDE would continue to collaborate with preparation programs to develop implementation details as we have done with the 12 week student teaching
P.6: Definitions	Add definition for Registered School Nurse	This is a new certificate area	The School Nurse Teacher Certificate has been in place for years but a definition was needed for the new one
P. 41: Section 1.4 #4 Requirements for Certification	Included regulatory language from another document regarding principal contracts	RIDE discovered a regulation regarding principal contracts as a separate document and combined it here	This requirement existed previously in a separate regulation.
P.42: Section 1.4 #5 Requirements for Certification	Added clarifying detail for reporting educator misconduct	RIDE needs to be apprised of misconduct that may necessitate investigation	Currently, RIDE may learn of a potential situation through informal channels. To ensure fair treatment for all, a more formal reporting structure is needed
P.46: Section 1.6 C Field Experience Requirements	Added language to the residency expectation- "or equivalent"	Provide flexibility around defining and implementing residency	By adding the "or equivalent" language RIDE can support innovative practices with preparation programs while maintaining high expectations for clinical-based practice. The language change is repeated throughout the document
P. 49: Initial Routes to Full Certification	Added effective date	RIDE is staggering effective dates to ensure development time prior to implementation	
P.50: Initial Routes to Full Certification E	Clarified credential review language	Implementation has been confusing	

P.53: Initial Educator Certificate; P. 55 Professional; P.59 Advanced	Deleted evaluation language	RIDE is proposing a removal of the link between evaluation and certification	This language is repeated for Initial, Professional and Advanced certification. Language was also removed from the Temporary Initial certificate
P.62: Section 1.8.5 Professional Learning Units	Added language requiring an LEA professional development plan	RIDE is proposing a requirement for LEAs to develop professional development plans in support of strong professional learning systems	The development of a professional development plan will assist LEAs in meeting the varying needs of educators across a variety of roles
P.69: Section 1.8.8 CTE	Added effective date and clarified duration of certification; added language requiring induction for all Preliminary certified CTE teachers	RIDE needs time to adjust existing platforms. The duration was left out during 2016 adjustments	
P.76, 77 Section 1.8.11-Expert Residency Shortages	Added effective date; added additional Council approval for shortage areas and implementation	Needed to clarify when this certificate could be first implemented. RIDE wanted to provide Council an opportunity to review and approve shortage areas and specific implementation dates for a Cultural Competence shortage	
P.79 Section 1.8.13 Endorsement	Added effective date; added additional approval language	RIDE wants to provide the Council with the opportunity to review and approve endorsement areas as they are introduced	
P. 81: Section 1.9 Teacher Certificate Areas	Added effective date for teaching time in other areas	Part of planning implementation. The date reflects the beginning of the school year following adoption of the regulations	

P. 83: Section 1.9 C #3 Bilingual/Dual Language	Added language clarifying language expectations and English to Speakers of Other Languages (ESOL) cross-over pathways; added effective date; added Council review for ongoing approval on a five year basis	With the right supports and background, RIDE is proposing that individuals would have a clear pathway to also add ESOL certification	RIDE met with a focus group of ELL educators and prep programs to discuss ESOL and bilingual/dual language programs. We are confident this language and the later ESOL language addresses the discussion and provides for ongoing review. This change is repeated at each grade level (early childhood, elementary, secondary etc.)
P.83: Section 1.9 D #1 English to Speakers of Other Languages	Added clarifying language for cross-over with bilingual/dual language; added effective date	ESOL teachers have the language preparation needed to support English instruction in a dual language program. Professional learning may be needed as part of renewal	RIDE met with a focus group of English language learner educators and prep programs to discuss ESOL and bilingual/dual language programs. We are confident this language and the later ESOL language addresses the discussion and provides for ongoing review. This change is repeated at each grade level (early childhood, elementary, secondary etc.)
P.115 Section 1.9.5 J	Title modifications to the 2 school nurse certificates	The original proposed titles were confusing	
P. 132 Section 1.16 Complaints	Deleted complaint language	Our long-standing complaint process will be posted as a procedure rather than a regulation	

200-RICR-20-20-01

TITLE 200 – BOARD OF EDUCATION

CHAPTER 20 – COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION

SUBCHAPTER 20 – EDUCATOR QUALITY AND CERTIFICATION

PART 01 – REGULATIONS GOVERNING THE CERTIFICATION OF EDUCATORS~~ION~~ IN RHODE ISLAND

1.1 Purpose, Scope, and Authority

A. Pursuant to Section 16-11-1 of Rhode Island General Laws the educators in Rhode Island public schools are required to attain certification. Pursuant to Section 16-60-4 of the Rhode Island General Laws the responsibility for setting regulations for certification rests with the Council on Elementary and Secondary Education. The purpose of these regulations is to update the requirements and procedures that govern educator certification in Rhode Island~~ and to consolidate all Council Regulations related to Educator Certification~~. These regulations detail a comprehensive redesign of the certification system that will go into effect as the Department of Education creates supports necessary to implement the revisions.~~ All changes to regulations are effective 01/01/2012 except for new provisions that will be phased in as noted by effective dates within the text of the regulations~~.

B. All changes go into effect immediately, unless otherwise noted. ~~as noted in the document~~. The one-year residency requirement for all teacher certificates will go into effect December 31, 2021 for all entering program candidates.

~~B. The Rhode Island Department of Education's (RIDE) 2010 Strategic Plan established the revision of certification as a critical strategy in achieving the goal of ensuring educator excellence throughout Rhode Island. RIDE began the process of redesign with a comprehensive review of current certification regulations and has revised the regulations to more closely align certification with student achievement and other evidence of effective educator performance. These regulations also streamline certification requirements to ensure that all certificates are designed to improve student achievement and create a system of certification that opens pathways for career advancement. This set of regulatory changes brings all previous sets of regulations and revisions made as a result of this update together into one set of regulations governing certification.~~

1.2 Definitions

A. As used in these regulations the following words and terms have the following meaning.

1. An "Administrator Certificate" is 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" is 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" is the third and highest level in the three-tier system of full certification. This level of certification is held by educators who consistently demonstrate highly effective practice.

5. "Alternate Route Preliminary Certificate" is 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. An " Approved Program Route to Educator Certification or "Approved Program" is a post-secondary educator preparation program that holds approved status under the program approval standards of the Rhode Island Department of Education.

7. A "Building Level Administrator" is 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" is 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" is 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. A "Certification Area" identifies the specific educational subject matter and grade ranges that a teacher is qualified to teach ~~(e.g., 7-12 Biology Teacher)~~, the

specific level of administration and grade ranges that an administrator is qualified to lead ~~(e.g., PK-12 Building Level Administrator~~), or the specific role in which a support professional is qualified to serve ~~(e.g., PK-12 School Counselor).~~

11. A "Certification Route" is a pathway of preparation through which a prospective educator attains certification ~~(e.g., completion of an approved program, reciprocity using certification in another state)~~.

12. "Certification Fees" are fees set by the Council on Elementary and Secondary Education to issue certificates.

13. ~~Prospective Educators who hold a preliminary certificate while pursuing certification develop a~~ "Credential Development Plan" means a plan for review and monitoring by the Department of Education 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" is 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. An "Educator of Record" is 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" is 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. An "Employing Agency" is 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. An "Endorsement" is added to an existing teacher certificate in recognition of specialized or advanced expertise in an area.

1~~8~~9. “English Language Competency Testing” is 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~~19~~. “Expert Residency Preliminary Certificate” is 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" is a preliminary certificate awarded to prospective educators who demonstrate sufficient proficiency in the related subject matter. The certificate is requested by the employing agency and individuals pursue full certification.

22~~0~~. An “Extension of Certificate” provides for one-year extensions of certificates 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~~1~~. A Rhode Island “Full Certificate” is a multi-year certificate that demonstrates the educator has met all Rhode Island requirements for certification and is included in the three-tier system of Rhode Island Educator certificates. A full certificate is comparable to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Stage 3 License and is recognized by other states for certificate reciprocity. Educators certified in other states seeking certification in Rhode Island present a valid Stage 3 license from their state to attain reciprocity.

24. An “Independent Certificate Area” is an area in which certification can be obtained independent of, or not requiring, certification in another area.

25~~2~~. “Initial Educator Certificate” is the first level in the three-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.

26~~3~~. An “Internship” is an extended field-based experience that provides a prospective administrator or support professional the opportunity to develop skills in school or school district contexts.

274. A “local educator evaluation system” is a Rhode Island Department of Education approved educator evaluation system that meets Rhode Island Educator Evaluation System Standards.

285. Applicants who did not complete a major in the required content field may present a “mMajor eEquivalent” means presentation of thirty 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.

296. The “National Association of State Directors of Teacher Education and Certification (NASDTEC)” is a professional organization that represents professional standards boards, commissions and state departments of education in all 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.

3027. “Pedagogy Testing” is the use of assessments to evaluate the knowledge of teaching of a prospective teacher.

3128. “Performance-based Non-renewal” of a certificate occurs when an employed educator has received a rating of Ineffective on the state-approved local evaluation system for each year of work under the certificate submitted for renewal.

3229. A “Practicum” is 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 (e.g. Elementary Education adding Middle Grades Education).

330. “Preliminary Educator Certificates” are 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 types of preliminary educator certificates. These certificates are not “full certificates” at Stage 3 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.

34~~1~~. “Professional Competencies” are the knowledge and skills defined in the Rhode Island Professional Teaching Standards, the Rhode Island Standards for Educational Leaders, and national professional associations (e.g. American School Counselor Association, International Reading Association) that articulate the professional standards for all teachers, administrators, and support professionals.

35~~2~~. “Professional Educator Certificate” is the second level in the three-tier system of full certification. This level of certification is awarded to holders of Initial Educator Certificates once they demonstrate acceptable levels of performance while working under their Initial Educator Certificate.

36. "Professional Learning Units" are hours or demonstration of competencies as part of certification renewal requirements for all Full Certificates.

37~~3~~. “Reciprocity Route to Educator Certification” is the process by which Rhode Island issues certification to educators who completed approved educator preparation programs or hold full certification in another state.

38~~4~~. The “Reinstatement Fee” is 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.

39~~5~~. A “Regionally Accredited Institution” is a college or university that awards a bachelor’s or higher degree and if located within the United States, is fully accredited by one 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.

40. A “One-Year Practical Residency” is 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-year or may take place over multiple terms as long as a minimum 12 week 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-Year Practical Residency is designed to provide deep instructional practice.

41~~036~~. The “Rhode Island Professional Teaching Standards (RIPTS)” are the standards that identify the professional knowledge and skills expected of all teachers.

42~~137~~. The “Rhode Island Standards for Education Leaders (RISEL)” are the standards that identify the professional knowledge and skills expected of all administrators.

43~~2~~. A "Registered School Nurse" is 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~~3~~. The "Special Provisional Certificate" is 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 used once during the time of an educator's career.

45~~438~~. ~~“Student Teaching is 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. Student teaching is a requirement to earn a first teaching certificate or when adding an additional category of teaching certification (e.g. Elementary Education adding Secondary Education).~~

46~~539~~. “ Substitute Teacher” means an ~~An~~ individual who serves as a day-to-day substitute teacher in Rhode Island Public Schools.

47~~60~~. A “Support Professional Certificate” is 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.

48~~71~~. “Support Professional Knowledge of Field Competencies” is 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.

49~~82~~. “Support Professional Knowledge of Field Testing” is the use of assessments to evaluate the knowledge of field and skills of a prospective support professional in the specific support professional area.

50~~493~~. A “Teacher Certificate” is issued to a person whose primary responsibility is to instruct students.

51~~044~~. “Teacher Content Competencies” are the knowledge and skills defined by professional associations as core subject matter competencies for teachers within the specific certification content area.

52~~145~~. “Teacher Content Testing” is the use of assessments to evaluate the subject matter knowledge and skills of a prospective teacher in the specific teaching area.

53~~246~~. A “Temporary Initial Educator Certificate” is 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 Stage 3 National Association of State Directors of Teacher Education and Certification (NASDTEC) “full certificate” until the testing requirement is met and an Initial Educator Certificate is issued.

54~~347~~. “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 ~~[need subheading]~~Educator Standards

A. The Rhode Island Department of Education 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. K~~k~~now 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. D~~d~~esign 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. S~~s~~elect 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. E~~e~~ngage 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. U~~u~~nderstand how students use their prior knowledge to construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning

2. D~~d~~esign instruction that meets the current cognitive, social, and personal needs of their students

3. C~~c~~reate 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. D~~d~~esign instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning

2. U~~u~~se their understanding of students (e.g., individual interests, prior learning, cultural background, native language and experiences) to create connections between the subject matter and student experiences

3. S~~s~~eek 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. M~~m~~ake 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 (PLP's), or other approved school-based individualized learning plans (ILP's)

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

1. D~~d~~esign lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills

2. P~~p~~ose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives

3. M~~m~~ake 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. E~~e~~ngage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence

5. U~~u~~se 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. U~~u~~se principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained

2. E~~e~~stablish a safe, secure and nurturing learning environment that supports the active engagement of all students

3. P~~p~~rovide and structure the time necessary to explore important concepts and ideas

4. H~~h~~elp students establish a classroom environment characterized by mutual respect and intellectual risk-taking

5. C~~c~~reate learning groups in which all students learn to work collaboratively and independently

6. C~~c~~ommunicate 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. W~~w~~ork collaboratively with their colleagues to examine teacher practice, student work and student assessment results with the goal of improving instruction and achievement

2. D~~d~~evelop relationships with students and their families to support learning

3. U~~u~~nderstand 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. U~~u~~se a variety of communication strategies (e.g., listening, restating ideas, questioning, offering, counter examples) to engage students in learning

2. U~~u~~se a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning

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

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

5. S~~s~~eek 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. S~~s~~elect and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by the assessment

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

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

4. Pprovide 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. Uuse assessment results to provide students with timely, helpful, and accurate feedback on their progress toward achievement goals

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

7. Uuse 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. Ssolicit feedback from students, families, and colleagues to reflect on and improve their own teaching

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

3. Ttake 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. Ttake 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. Mmaintain standards that require them to act in the best interests and needs of students

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

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

4. I~~i~~nteract with students, colleagues, parents, and others in a professional manner that is fair and equitable

5. A~~a~~re 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 Goals~~

~~1. Standard 1: Education leaders ensure student achievement by guiding the development, articulation, implementation, and sustenance of a shared vision of learning and setting high expectations for each student.~~

~~2. Element IA: Mission, Vision and Goals for Teaching and Learning~~

~~a. The mission, vision, and goals establish clear and measurable high expectations for all students and educators.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Use multiple sources of information and analyze data about current practices and outcomes to shape a mission, vision, and goals with high, measurable results for all students and educators.~~

~~(2) Align the mission, vision, and goals to school, district, state, and federal policies and the purposes of education in a democratic society.~~

~~(3) Recruit, support, and retain those who have the capacity to grow the organization in the direction of the mission, vision, and goals~~

~~(4) Challenge the school community to ensure the alignment of programs and practices to the established mission, vision, and goals.~~

~~3. Element IB: Shared Commitments to Implement the Mission, Vision, and Goals~~

~~a. The process of creating and sustaining the mission, vision, and goals is inclusive, building common beliefs and dispositions and genuine commitment among all stakeholders to implement the mission, vision, and goals.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Establish, implement, evaluate, and revise processes for building the capacity of staff, students, families, and community members to develop, implement, and communicate the mission, vision, and goals.~~

~~(2) Engage multiple stakeholders with diverse perspectives in constructing shared understandings and commitments to high expectations for all students.~~

~~(3) Develop shared commitments and responsibilities among staff and the community for selecting and implementing effective improvement strategies, and assessing and monitoring progress toward the mission, vision, and goals.~~

~~(4) Celebrate and recognize progress in order to sustain a commitment to the mission, vision, and goals.~~

~~4. Element IC: Continuous Improvement toward the Mission, Vision, and Goals~~

~~a. Continuous improvement toward achieving the mission, vision, and goals requires the use of research and best practices; effective district and school planning, adaptive change processes; allocations of resources, prioritizing of activities, and systematically monitoring progress.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Create or utilize a data system that uses multiple sources of data to identify unique strengths and needs of students, gaps between desired performance and actual student performance, and areas for improvement.~~

~~(2) Use data-driven decision making, research, and best practices to monitor and revise plans, programs, and activities to achieve the mission, vision, and goals.~~

~~(3) Use effective change strategies that engage staff and community stakeholders in planning and implementing programs and activities.~~

~~(4) Identify and address barriers to achieving the mission, vision, and goals.~~

~~(5) Incorporate the mission, vision, and goals into planning and decision making processes.~~

~~(6) Align all resources to achieve the mission, vision, and goals.~~

~~(7) Revise plans, programs, and activities as indicated and warranted by systemically monitoring evidence about the effectiveness of programs.~~

~~B. Standard 2: Learning and Teaching~~

~~1. Standard 2: Education leaders ensure the achievement and success of each student by monitoring and continuously improving learning and teaching.~~

~~2. Element 2A: Building a professional culture~~

~~a. Achieving the mission, vision, and goals requires a strong collaborative professional culture focused on student learning and the development of professional competencies that lead to quality instruction.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Develop a shared understanding and commitment to high standards for each student consistent with local, state, and federal expectations.~~

~~(2) Model openness to change and support initiatives that improve student learning.~~

~~(3) Develop a culture that promotes shared responsibility to continuously examine beliefs, values and practices in relation to the mission, vision, and goals.~~

~~(4) Use data for program evaluation that improves learning and teaching.~~

~~(5) Guide and support job-embedded, standards-based professional development that responds to diverse learning needs of educators/staff to support each student's achievement.~~

~~3. Element 2B: Rigorous Curriculum and Instruction~~

~~a. Effective, research-based instructional practices aligned with national and Rhode Island standards are necessary to ensure that the diverse needs of each student are met.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Promote an understanding of Rhode Island and national curriculum standards throughout the school community.~~

~~(2) Support the development, implementation, and evaluation of a standards-based curriculum.~~

~~(3) Improve the capacity of the school community to differentiate instruction, analyze student work, monitor student progress, and redesign curricular and instructional programs based on student achievement results.~~

~~(4) Provide coherent alignment among curriculum, instruction, assessment, professional development and evaluation to ensure the effectiveness of instruction.~~

~~(5) Monitor the effects of differentiated teaching strategies, curricular materials, and education technologies to address the diverse needs of each student.~~

~~(6) Collaborate with educators/staff to identify and implement research- based strategies and practices to ensure equity and close gaps in student opportunity and achievement.~~

~~(7) Ensure that systematic support and research-based interventions are provided for students who are not meeting the standards.~~

~~4. Element 2C: Assessment and Accountability~~

~~a. Appropriate strategies for assessment, evaluation, performance management, and accountability are necessary to accurately monitor and evaluate progress toward the mission, vision, and goals.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Develop and use aligned standards-based accountability systems to set school improvement goals and improve the quality of learning and teaching.~~

~~(2) Use a variety of formative and summative assessments to inform, evaluate, and modify student learning, instruction, program quality, and supports.~~

~~(3) Guide the school community in the regular analyses of data about all students and subgroups to improve learning and teaching.~~

~~(4) Use appropriate psychometric and evaluation strategies to interpret data and communicate progress toward the mission, vision, and goals to the school community and other stakeholders.~~

~~C. Standard 3: Managing Organizational Systems and Safety~~

~~1. Standard 3: Education leaders ensure the success of each student by supervising and managing organizational systems and resources for a safe, high performing learning environment.~~

~~2. Element 3A: Protecting the Welfare and Safety of Students and Staff~~

~~a. Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of the school community that interrupt learning and teaching.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Create and participate in systems that collaboratively support student and staff learning and well-being.~~

~~(2) Involve the school community in developing, implementing, and monitoring guidelines and norms for accountable behavior.~~

~~(3) Develop, monitor, and update a comprehensive safety and security plan.~~

~~3. Element 3B: Aligning and Obtaining Human Resources~~

~~a. Leaders establish an infrastructure for personnel that operate in support of learning and teaching.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Align resources (time, people, and space, money) to district/school mission, vision and plan.~~

~~(2) Implement practices to recruit and retain highly qualified personnel.~~

~~(3) Assign personnel and monitor placements to ensure diverse student needs, legal requirements, and equity goals are met.~~

~~(4) Supervise personnel and conduct standards-based evaluations in accordance with district requirements and state policies in order to enhance professional practice.~~

~~4. Element 3C: Aligning and Obtaining Fiscal Resources~~

~~a. Leaders establish an infrastructure for finance that operates in support of improving learning and teaching.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Operate within budget and fiscal guidelines to measurably improve student achievement.~~

~~(2) Allocate funds based on student needs within the framework of policy and regulations.~~

~~(3) Advocate for and secure resources needed to accomplish the vision.~~

~~5. Element 3D: Managing Operational Systems~~

~~a. Leaders collaborate to supervise both daily and ongoing management structures and practices that enhance learning and teaching.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Use problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system.~~

~~(2) Maintain the physical plant for safety, ADA requirements, access issues, and for direct support of student learning.~~

~~(3) Develop and facilitate communication and data systems that ensure the timely flow of information.~~

~~(4) Oversee the acquisition and maintenance of equipment and technology.~~

~~(5) Use data systems to evaluate and revise processes to continuously improve the operational system.~~

~~D. Standard 4: Collaborating with Key Stakeholders~~

~~1. Standard 4: Education leaders ensure the success of each student by collaborating with stakeholders to respond to diverse community interests and needs and to mobilize community resources that improve student achievement.~~

~~2. Element 4A: Collaborate with Families and Other Community Members~~

~~a. Leaders partner with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Understand and apply strategies for developing family and local community partnerships.~~

~~(2) Bring together the resources of schools, parents, guardians, family members, and community to positively affect student and adult learning.~~

~~(3) Involve families in decision making about their children's' education.~~

~~(4) Develop a comprehensive strategy for positive community and media relations.~~

~~(5) Use effective public information strategies and technologies to communicate with families and community members about the mission, vision and priorities of the district and school community.~~

~~3. Element 4B: Community Interests and Needs~~

~~a. Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Participate in the community to better understand values, interests, and needs.~~

~~(2) Identify and engage key stakeholders, including individuals and groups with competing perspectives.~~

~~(3) Use appropriate assessment strategies and research methods to understand community conditions and dynamics and to accommodate diverse student needs.~~

~~(3) Seek out and collaborate with community programs serving students with diverse learning needs.~~

~~(4) Recognize and celebrate diversity as an asset to the educational programs of the school community.~~

~~(5) Engage communities in a culturally-competent manner to share responsibilities that improve education and achievement of all students.~~

~~4. Element 4C: Maximizing Community Resources~~

~~a. Leaders collaboratively maximize opportunities through sharing the resources of schools, districts and community organizations and agencies to provide critical support for all children and families.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Understand the network of available community resources and collaborate with agencies to provide health, social, and other services to families and children.~~

~~(2) Develop mutually-beneficial relationships with business, religious, political, educational, and service organizations to share both school and community resources.~~

~~(3) Use public resources and funds appropriately and effectively.~~

~~(4) Secure community support for seeking and sustaining the resources necessary to address student needs.~~

~~E. Standard 5: Ethics and Integrity~~

~~1. Standard 5: Education leaders ensure the success of each student by modeling personal development, ethical behavior and acting with integrity.~~

~~2. Element 5A. Maintains Ethical and Legal Standards of the Profession~~

~~a. Leaders demonstrate appropriate ethical and legal behavior.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Model personal and professional ethics, integrity, justice, and fairness and expect the same of others.~~

~~(2) Protect the rights and appropriate confidentiality of students, families, and staff.~~

~~(3) Behave in a trustworthy manner, using their influence to serve the best interests of each student, to enhance education, and promote the common good.~~

~~3. Element 5B. Personal Values and Beliefs~~

~~a. Leaders continuously examine their personal assumptions, values, beliefs, and practice to achieve the mission, vision, and goals for student learning.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Demonstrate respect for the inherent dignity and worth of each individual.~~

~~(2) Model respect for diverse community stakeholders and treat them equitably.~~

~~(3) Demonstrate respect for diversity by developing cultural competency skills and equitable practices.~~

~~(4) Self-assess personal assumptions, values, beliefs, and practices that guide the improvement of student learning.~~

~~(5) Lead others in safely examining and challenging deeply held assumptions and beliefs that may conflict with the mission, vision and goals.~~

~~4. Element 5C. Maintain high standards for self and others~~

~~a. Leaders perform the work required for high levels of personal and organizational performance by acquiring new knowledge, skills, and capacities needed to fulfill responsibilities for accountability for student learning.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Reflect upon their work based on professional standards, analyze strengths and weaknesses, establish goals, action plans, benchmarks, and engage in activities for professional growth.~~

~~(2) Model the continual deepening of understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies in order to lead others in those same practices.~~

~~(3) Develop and use understanding of educational policies and accountability expectations to ensure that short and long term goals are met, including those within school and district strategic plans.~~

~~(4) Assist educators and the community to understand and focus on mission, vision, and goals for students within the context of political and financial constraints and influences.~~

~~(5) Sustain personal motivation, optimism, commitment, energy and health by balancing personal and professional responsibilities and encouraging similar actions for others.~~

~~(6) Make decisions based on sound principles, research, data, and policy.~~

~~(7) Respect and support the systems of authority at the state, district, and school levels through ethical and professional behavior.~~

~~F. Standard 6: The Education System~~

~~1. Standard 6: Education leaders ensure the success of each student by influencing interrelated educational systems of political, social, economic, legal, and cultural contexts in response to needs of their students.~~

~~2. Element 6A. Professional Influence~~

~~a. Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families by participating and exerting professional influence in the local community and the larger educational policy environment.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Facilitate constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.~~

~~(2) Develop appropriate relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.~~

~~(3) Advocate for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs to meet educational expectations and policy requirements.~~

~~3. Element 6B. Managing Local Decisions within the Larger Educational Policy Environment~~

~~a. Leaders manage effective local decision-making that both adheres and contributes to policies and political support for excellence and equity in education.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Facilitate constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.~~

~~(2) Develop appropriate relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.~~

~~(3) Advocate for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs to meet educational expectations and policy requirements.~~

~~4. Element 6C. Policy Engagement Leaders engage policy makers to inform and improve education policy.~~

~~a. Leaders manage effective local decision-making that both adheres and contributes to policies and political support for excellence and equity in education.~~

~~b. Indicators~~

~~c. Educational leaders in Rhode Island:~~

~~(1) Build strong and appropriate relationships with the school board, district and state education leaders, and other policy makers to inform and influence policies in the service of children and families.~~

~~(2) Support public policies that provide for needs of children and families and ensure equity and excellence in education.~~

~~(3) Advocate for public policies that ensure appropriate and equitable human and fiscal resources that improve student learning and eliminate achievement gaps.~~

~~(4) Work with community leaders to collect and analyze data on economic, social, and other issues that impact district and school planning, programs, and structures.~~

~~Rhode Island Standards for Educational Leaders~~

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.

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

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.

a. 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.

a.

b. 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.

b.

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

c.

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:

1.

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.

a.

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

b.

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.

c.

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

d.

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

e.

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

f. -

C. Standard 3. Equity and Cultural Responsiveness

1. 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:
2.

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.

a.

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

b.

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

c.

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

d.

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.

e.

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

f.

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

D. Standard 4. Curriculum, Instruction, and Assessment

~~1.~~ 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.

~~2.~~ Effective Leaders:

2.

~~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.

a.

~~b.~~

~~c.~~ 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 healthy sense of self.

b.

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

c.

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

d.

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

e.

g. 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.

f.

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

1. 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.

2. Effective Leaders:

2.

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

a.

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.

b.

~~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.

c.

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

d.

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

e.

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

~~1.~~ 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.

~~2.~~ Effective Leaders:

2.

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

a.

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

b.

~~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.

c.

~~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.

d.

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

e.

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

f.

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

g.

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

~~1.~~ 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.

~~2.~~ Effective Leaders:

2.

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

a.

~~b.~~

~~c.~~ 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.

b.

~~d.~~ 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.

c.

~~e.~~ 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.

d.

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

e.

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

f.

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

g.

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

H. Standard 8. Meaningful Engagement of Families and Community

1. 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.

2. Effective Leaders:

2.

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

a.

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

b.

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

c.

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

d.

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

e.

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

f.

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

g.

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

I. -Standard 9. Operations and Management

~~1.~~ Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

1.

2. Effective Leaders:

2.

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

a.

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.

b.

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.

c.

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.

d.

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

e.

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

f.

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

g.

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.

h.

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.

i.

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

j.

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

J. Standard 10. School Improvement

1. Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

1.

2. -Effective Leaders:

2.

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

a.

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

b.

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.

c.

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

d.

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

e.

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

f.

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.

g.

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.

h.

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

i.

1.3.4 Rhode Island Code of Professional Responsibility

A. Section 1. Responsibility to Students

1. Rhode Island educators' first commitment is to ensuring 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 to 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, families, and other members of the community.

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

F. 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 the Rhode Island Department of Education concerning all certification matters.

b. 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. 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 Section 16-11-1 of Rhode Island General Laws educators in Rhode Island public schools are required to attain certification. Specifically, "no person shall be employed to teach, as principal or assistant, in any school supported wholly or in part by public money unless the person shall hold a certificate of qualification issued by or under the authority of the Council on Elementary and Secondary Education."

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 the Department of Education 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 the Department of Education. Employing agencies shall report the results of evaluations of certified educators to the Department of Education. ~~[Effective 01/01/2015 for state approved special education programs and state funded pre-kindergarten programs]~~

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.

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

5. 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 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 the Rhode Island Department of Education.

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 the Department of Education. 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 on Elementary and Secondary Education.

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;

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.

Initial Educator Certificate	$100.00 for first certification area and $50.00 for each additional area
Professional Educator Certificate	$200.00 for first certification area and $100.00 for each additional area
Alternate Route Preliminary Certificate	$100.00 for each certification area
Career and Technical Education Preliminary Certificate	$200.00 for each certification area
Expert Residency Preliminary Certificate	$100.00 for each certification area
Visiting Lecturer Preliminary Certificate	$100.00 for each certification area
Emergency Preliminary Certificate	$200.00 for each certification area
Temporary Initial Preliminary Certificate	$100.00 for each certification area
Special Provisional Certificate	$200.00 plus certificate fees
One year Extension to Certificate	$ 50.00
Credential Review	$100.00
~~Transcript Analysis/Evaluation of Credentials [Effective through 01/01/2015]~~	~~$ 50.00~~
Other Fees	
Duplicate Certificate	$ 50.00
Reinstatement of Certificate	$100.00 charge plus the certification fee
Review of Request for Reinstatement of Certificate after non-renewal based on performance	$200.00 charge plus the certification fee

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 Sections 1.9, 1.10, and 1.11.

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 on Elementary and Secondary Education. The Department of Education 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 (Section 3.1 of these regulations).

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 (Section 1.9 of these regulations).

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 (Section 1.3~~3.2~~ of these regulations).

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 (Section 1.10 of these regulations).

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 on Elementary and Secondary Education. The Department of Education 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) The Department of Education 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-year practical residency or the equivalent of a one-year practical residency ~~minimum of 12 weeks of student teaching~~ and a minimum of 60 additional hours of field experience prior to or following residency. ~~student teaching.~~

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 300 hours.

5. Applicants for building level administrator certification must complete an internship of at least 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 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. The Rhode Island Department of Education will continue to offer the current Transcript Analysis route to certification through 01/01/2015, at which point that route will be discontinued.~~

B~~C~~. 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. The Rhode Island Department of Education 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 the Department of Education;

b. Application fee as established by the Council on Elementary and Secondary Education~~.~~;

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 Elementary and Secondary Education that the candidate has completed an approved planned program of preparation within the last five 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.

D. 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 unless the individual is seeking reciprocity through the State of Connecticut or Commonwealth of Massachusetts. 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 or the Commonwealth of Massachusetts who hold full certification in those states are eligible for reciprocity without any additional requirements, with the exception that those seeking certification in Special Education, English as a Second Language, Math Specialist or Reading Specialist must also hold the appropriate independent

certificate(s) issued by Rhode Island, the State of Connecticut or the Commonwealth of Massachusetts. Effective 01/01/2019

3~~2~~. 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 the Department of Education;

b. Application fee as established by the Council on Elementary and Secondary Education;

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 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.

E. Credential Review ~~[Effective 1/01/2015]~~

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 the Department of Education and are reviewed by the Department.

2. Applicants eligible for certification through credential review ~~in an area for which there is no approved program~~ in Rhode Island will be reviewed upon submittal of:

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

   b. Application fee as established by the Council on Elementary and Secondary Education~~.~~;

   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 Section 6 of these regulations;

      (1) ~~Note:~~ The one-year residency ~~student teaching field requirement~~ may be waived for an applicant who has had two 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 the Department of Education;

   b. Application fee as established by the Council on Elementary and Secondary Education;

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;

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. The Department of Education issues the following three 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-tiered system of certification that recognizes different stages of development and accomplishment within the profession.

B. The Initial Educator Certificate is the first full certificate issued to an individual who meets all Rhode Island certification requirements. The Professional Educator Certificate is the second full certificate issued to an individual. An individual attains a Professional Educator Certificate after accumulating 90 professional learning units and ~~providing evaluation ratings received from a state approved local evaluation system as evidence of successful practice~~ while working under an Initial Educator Certificate. The Advanced Educator certificate is issued to an individual by meeting one of the aspirational benchmarks identified by RIDE ~~and after providing evaluation ratings received from a state approved local evaluation system as evidence of highly effective practice~~ while working under a Professional Educator Certificate.

C. All full certificates share a common expiration date. The Commissioner of Education shall recommend for approval by the Council on Elementary and Secondary Education a common expiration date. Educators with certification in more than one 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.G.L. 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 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 Sections 1.9, 1.10, and 1.11 of these regulations.

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 Regulation will be required for renewal. For certificates expiring between January 1, 2020 and August 31, 2020, the applicant will submit a prorated number of the 90 professional learning units equal to 30 professional learning units. For certificates expiring in 2021~~2~~ the applicant will submit a prorated number of the 90 professional learning units equal to 60 professional learning units. Beginning in 2022 the applicant is responsible for submitting the full number of units, 90 professional learning units, required to renew the certificate as described below.

c~~a~~. ~~If the applicant was employed for three years, received three ratings on the state approved local educator evaluation system, and demonstrated successful practice by providing evidence of three ratings of Effective or higher on the state approved local educator evaluation system, the Initial Educator Certificate may will be renewed as a five-year Professional Educator Certificate.~~

d~~b~~. If the applicant has accumulated 90 professional learning units during the term of the three-year Initial Educator certificate, it may be renewed as a five-year Professional Educator Certificate.

~~b.~~e. ~~If the applicant was employed for three years, received three ratings on the state approved local educator evaluation system, and demonstrated successful practice by providing evidence of at least one rating of Developing or higher on the state approved local educator evaluation system, the Initial Educator Certificate may will be renewed as a five-year Professional Educator Certificate with the submission of proof of completion of specified professional development based on their evaluation results for each Developing or Ineffective rating received on the state approved local educator evaluation system. RIDE will develop a process and standards for the submission and content of the required professional development.~~

(1) If the applicant was employed for one or two years, but not three years the certificate will be renewed as a three-year Initial Educator Certificate. ~~at least one year but not three years, one year certification extensions will be granted until the applicant can provide three ratings from the state approved local evaluation system.~~

(2) If the applicant was not employed in a publicly funded educational setting ~~that uses a state approved local educator evaluation system during the three years~~ the certificate will be renewed as a three-year Initial Educator Certificate.

(3) If the applicant was employed in a publicly funded educational setting but was on leave for one 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 thirty ~~forty~~ units per year.

4. Non-renewal ~~based on performance~~

a. ~~If the applicant was employed for three years, received three ratings on the state approved local educator evaluation system, and all three ratings were Ineffective on the state approved local educator evaluation system, the Initial Educator Certificate will not be renewed based on performance.~~

~~(1) When an Initial Educator Certificate in a teaching area is not renewed based on performance for a specific teaching area (e.g. Elementary Education), that specific teaching area certification and any other dependent teaching area certification (e.g. Special Education) that requires the applicant to hold that first teaching certificate area will not be renewed. If due to loss of certification in these areas the educator is no longer certified in any teaching area, any support professional certification area that requires holding a teaching certification area will not be renewed. Additionally, if a teaching area certification is not renewed due to performance any administrator certifications that the educator holds will not be renewed.~~

(2) ~~When an Initial Educator Certificate in an administrative area is not renewed based on performance for a specific administrator area, that administrator area certification and any other administrator certification that requires the applicant to hold that administrator certificate area will not be renewed.~~

~~(3) When an Initial Educator Certificate in a support professional area is not renewed based on performance for a specific support professional area, only certification in that specific support professional area will not be renewed.~~

(a.4) 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. See Section 1.8.14

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 years.

2. Conditions for Issuance

   a. The applicant holds an Initial Educator Certificate; and

   b. The applicant completed three years as a Rhode Island educator working under the Initial Educator Certificate. ~~and demonstrated successful practice by providing evidence of at least one rating of Developing or higher on the state approved local educator evaluation system during the three year term of the Initial Educator Certificate~~; and

   c. The applicant completed 90 approved professional learning units.

3. Conditions for Renewal

   a. ~~a.~~ Beginning with certificates expiring on August 31, 2020, the professional learning units under 1.8.5 of this Regulations will be required for renewal. For certificates expiring between January 1, 2020 and August 31, 2020, the applicant will submit a prorated number of the 150 professional learning units equal 30 professional learning units. For certificates expiring in 2021 the applicant will submit a prorated number of the 150 professional learning units equal to 60 professional learning units. For certificates expiring in 2022, the applicant will submit a prorated number of the 150 professional learning units equal to 90 professional learning units. For certificates expiring in 2023 the applicant will submit a prorated number of 150 professional learning units equal to 120 professional learning units. Beginning in 2024 the applicant is responsible for submitting the full number of units, 150 professional learning units, required to renew the certificate as described below.

   b~~a~~. ~~If the applicant was employed for five years, received five ratings on the state approved local educator evaluation system according to the cyclical requirements, and demonstrated successful practice by providing~~

~~evidence of five ratings of Effective or higher on the state approved local educator evaluation system, the Professional Educator Certificate may will be renewed as a five-year Professional Educator Certificate.~~

c~~b~~. If the applicant has accumulated at least 150 professional learning units during the terms of the five-year Professional Educator Certificate, it may be renewed as a five-year Professional Educator Certificate.

d~~c~~. Professional learning units earned for one certificate may be applied to the renewal of additional certificates.

e~~d~~. See Section 1.8.5 for more information about allowable professional learning units.

f~~b~~. ~~If the applicant was employed for five years, received five ratings on the state approved local educator according to cyclical requirements, and demonstrated highly effective practice by providing evidence of all at least four ratings of Highly Effective on the state approved local educator evaluation with no rating below Effective, the Professional Educator Certificate may will be renewed as a seven-year Advanced Educator Certificate.~~

g~~c~~. ~~If the applicant was employed for five years, received five ratings on the state approved local educator evaluation system according to the cyclical requirements, and demonstrated successful practice by providing evidence of at least one rating of Developing or higher on the state approved local educator evaluation system, the Professional Educator Certificate will be renewed as a five-year Professional Educator Certificate with the submission of specified professional development based on their evaluation results for each Developing or Ineffective rating received on the state approved local educator evaluation system. RIDE will develop a process and standards for the submission of the required professional development.~~

(1) ~~If the applicant was employed for at least one year but not five years, one year certification extensions will be granted until the applicant can provide five ratings from the state approved local evaluation system.~~ If the applicant was employed less than the five 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 ~~that uses a state approved local educator evaluation system~~ during the five years the certificate will be renewed as a five-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 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 thirty ~~forty~~ units per year.

4. Non-renewal ~~based on performance~~

a. ~~If the applicant was employed for five years, received five ratings on the state approved local educator evaluation system, and all five ratings were Ineffective on the state approved local educator evaluation system, then the Professional Educator Certificate will not be renewed based on performance~~.

(1) ~~When a Professional Educator Certificate in a teaching area is not renewed based on performance for a specific teaching area (e.g. Elementary Education), that specific teaching area certification and any other dependent teaching area certification (e.g., Special Education) that requires the applicant to hold that first teaching certificate area will not be renewed. If due to loss of certification in these areas the educator is no longer certified in any teaching area, any support professional certification area that requires holding a teaching certification area will not be renewed. Additionally, if a teaching area certification is not renewed due to performance any administrator certifications that the educator holds will not be renewed~~.

(2) ~~When a Professional Initial Educator Certificate in an administrative area is not renewed based on performance for a specific administrator area, that administrator area certification and any other administrator certification that requires the applicant to hold that administrator certificate area will not be renewed~~.

(3) ~~When a Professional Educator Certificate in a support professional area is not renewed based on performance for a specific support professional area, only certification in that specific support professional area will not be renewed.~~

(a.4) 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. See Section1.8.14

1.8.4 Advanced Educator Certificate

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

1. Duration

a. The Advanced Educator Certificate is valid for seven years.

2. Conditions for Issuance

a. The applicant holds a Professional Educator Certificate; and

b. The applicant completed five years as a Rhode Island educator working under the Professional Educator Certificate and ~~demonstrated highly effective practice by providing evidence of all at least four ratings of Highly Effective on the state approved local educator evaluation according to cyclical requirements with no rating below Effective during the five year term of the Professional Educator Certificate~~.

c. The applicant completed 150 approved professional learning units; and

d. The applicant achieves one of the aspirational benchmarks 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. Achieves additional RIDE certification in a limited number of shortage areas identified by RIDE ~~annually~~. Effective 06/01/2019.

3. Conditions for Renewal

a. ~~a.~~ Beginning with certificates expiring on August 30, 2020, the professional learning units under 1.8.5 of this Regulation will be required for renewal. For certificates expiring between January 1, 2020 and August 30, 2020,the applicant will submit a prorated number of the 150 units equal 30 professional learning units. For certificates expiring in 2021 the applicant will submit a prorated number of the 150 units equal to 60 professional learning units. For certificates expiring in 2022, the applicant will submit a prorated number of the 150 units equal to 90 professional learning units. For certificates expiring in 2023 the applicant will submit a prorated number of 150 units equal to 120 professional learning units. Beginning in 2024 the applicant is responsible for submitting the full number of units, 150 units, required to renew the certificate as described below.

b~~a~~. ~~If the applicant was employed for seven years, received seven ratings on the state approved local educator evaluation system according to cyclical requirements, and demonstrated highly effective practice by providing evidence of all at least five ratings of Highly Effective with no rating of Ineffective and no more than one rating of Developing on the state approved local educator evaluation system, the Advanced Educator Certificate may will be renewed as a seven-year Advanced Educator Certificate~~.

c~~b~~. ~~If the applicant was employed for seven years, received seven ratings on the state approved local educator evaluation system according to cyclical requirements, and demonstrated successful practice by providing evidence of at least seven ratings of Effective or higher on the state approved local educator evaluation system, the Advanced Educator Certificate will be renewed as a five-year Professional Educator Certificate~~.

d~~c~~. ~~If the applicant was employed for seven years, received seven ratings on the state approved local educator evaluation system according to cyclical requirements, and demonstrated successful practice by providing evidence of at least one rating of Developing or higher on the state approved local educator evaluation system, the Advanced Educator Certificate will be renewed as a five-year Professional Educator~~

~~Certificate with the submission of specified professional development based on their evaluation results for each Developing or Ineffective rating received on the state approved local educator evaluation system. RIDE will develop a process and standards for the submission of the required professional development~~.

(1) ~~If the applicant was employed for at least one year but not seven years, one year certification extensions will be granted until the applicant can provide seven ratings from the state approved local evaluation system.~~ If the applicant was employed less than the five 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 ~~that uses a state approved local educator evaluation system~~ during the seven years the certificate will be renewed as a five-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 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 thirty ~~forty~~ units per year.

(4) If the applicant has accumulated 150 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-year Advanced Educator Certificate.

(5) If the applicant has accumulated 150 professional learning units and performance expectations but has not met aspirational benchmarks, the certificate may be renewed as a five-year professional

4. Non-renewal based ~~on performance~~

a. ~~If the applicant was employed for seven years, received seven ratings on the state approved local educator evaluation system, and all seven~~

~~ratings were Ineffective on the state approved local educator evaluation system, the Advanced Educator Certificate will not be renewed based on performance~~.

(1) ~~When an Advanced Educator Certificate in a teaching area is not renewed based on performance for a specific teaching area (e.g. Elementary Education), that teaching area certification and any other dependent teaching area certification (e.g. Special Education) that requires the applicant to hold that first teaching certificate area will not be renewed. If due to loss of certification in these areas the educator is no longer certified in any teaching area, any support professional certification area that requires holding a teaching certification area will not be renewed. Additionally, if a teaching area certification is not renewed due to performance any administrator certifications that the educator holds will not be renewed~~.

(2) ~~When an Advanced Educator Certificate in an administrative area is not renewed based on performance for a specific administrator area, that administrator area certification and any other administrator certification that requires the applicant to hold that administrator certificate area will not be renewed~~.

(3) ~~When an Advanced Educator Certificate in a support professional area is not renewed based on performance for a specific support professional area, only certification in that specific support professional area will not be renewed~~.

(a.~~4~~) 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. See Section 1.8.14

1.8.5 Professional Learning Units

A. ~~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, including any financial responsibility not otherwise provided for by the state or local education agency (LEA), as PLUs are a condition of the renewal of educator certificates.

C. Each LEA that employs educators shall develop, in collaboration with the employed educators, an LEA professional development plan that includes an operational definition of the kinds of professional learning activities that will be approved for PLUs, consistent with these regulations, as well as the kinds of supports (e.g., time, opportunities, resources) that will be provided by the LEA to at least partially help educators meet the PLU requirements.

D~~C~~. All educator PLUs for employees of a LEA shall be approved by the superintendent of the LEA, consistent with these regulations, and once the LEA professional development plan is operative, consistent with the LEA professional development plan. In any instance where these regulations and the LEA professional development 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 Elementary and Secondary Education shall have the authority to approve specific PLU offerings for all Rhode Island certified educators.

1. Activities that may count toward the accumulation of professional learning units are those the 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.

2. Activities that do not directly relate to improving educator effectiveness, 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.

B. Sustained Professional Learning

1. ~~1.~~ Seventy-five percent of professional learning units earned must meet the sustained professional learning requirements.

2. Professional learning is sustained when at least ten PLUs are earned through an activity that is 10 or more hours in length or when shorter activities of the same topic take place over time.

3. 67.5 of the 90 required professional learning units for the Initial Educator Certificate must be sustained units.

4. 105 of the 150 required professional learning units for the Professional Educator Certificate must be sustained units.

C. Alignment of Professional Learning to Individual and District Needs

1. Professional learning must be aligned to the professional and instructional needs and interests of educators or the needs of the schools and districts where they practice.

2. -Individual needs may be determined via formal processes such as evaluation or informally through collaboration and needs assessments.

3. School and district needs are determined via strategic planning and school improvement planning.

D. Activities for Professional Learning Units

1. Site-Based Professional Learning activities such as: structured Professional Learning Communities, data analysis meetings, local workshops, lesson study, student work analysis sessions and other site-based activities designed to improve teaching and learning.

2~~3~~. 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.~~4~~. 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.

5. University coursework at accredited institutions of higher education.

6. 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.

7. External Conferences or Workshops led by external organizations encompass a wide range of learning opportunities. Short-term or stand-alone workshops can be counted for limited units if they do not meet the sustained requirement.

E. 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. 1 hour of a professional learning activity = 1 professional learning unit. For tracking purposes, rounding to the nearest half-hour is appropriate.
2. 1 college credit=15 professional learning units
3. 1 demonstrated competency in proficiency-based or competency-based learning = 5-10 professional learning units, determined by the Superintendent based on the rigor of the competency expectations
4. National Board Certification: 1 component = 45 professional learning units. Completion = 180 units. Renewal= 90 units

F. 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.

G. 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.

1.8.5 Preliminary Certificates ~~[Effective 01/01/2015]~~

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. The Department of Education issues the following six 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; Temporary Initial Educator Preliminary Certificate, and Visiting Lecturer Preliminary Certificate.

B. Most preliminary certificates will be issued for one year and share a common expiration date that the Commissioner of Education shall recommend for approval by the Council on Elementary and Secondary Education. 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.G.L. 16-11-4.

C. Generally, ~~E~~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 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.

1.8.6 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 (see standards in section 1.8.7 ~~8.2.2.1~~) and who have been offered employment by a Rhode Island School district.

1. Duration

   a. The Alternate Route Preliminary Certificate is valid for one 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 time.

4. Certification Areas

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

1.8.7 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.

B. Council on Elementary and Secondary Education Standards for Alternative Route to Certification Programs

1. Purpose – In order to insure 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 local education agencies (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. Definitions –

a. Alternative educator preparation program – 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 –

(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 RI Program Approval (RIPA) Standards and participate in regular program review as defined in the Rhode Island Department of Education Teacher Preparation Approval Guidelines. Notwithstanding language to the contrary within RIPA, 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 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 RIPA.

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

4. Program Components – The RIPA 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 RIPA standards and must:

a. Ensure that candidates meet eligibility requirements for their certificate area prior to entering an approved program

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 Regents 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 24 semester hours of graduate study;

(3) other admission criteria identified by the program to meet Rhode Island Program Approval standards

c. Include the successful completion of an intensive pre-service experience, of a minimum of 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 on-going 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 school year.

f. Ensure on-going 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 on Elementary and Secondary Education 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 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.

6. Highly qualified – Program participants will be considered "highly qualified" in NCLB core content areas under NCLB-Highly Qualified Teacher while working on the Alternative Route Preliminary Certificate if the program meets NCLB requirements for alternative certification programs.

1.8.8 Career and Technical Education Preliminary Certificate (Changes Effective 01/01/2019)

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 ~~available~~.

1. Duration- seven years

2. The Career and Technical Education Preliminary Certificate is valid for three years and may be renewed one time for four years. Conditions for Issuance

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

b. The applicant has five years of work experience in the career and technical area if holds high school diploma. The applicant has three years of work experience in the specific career and technical area if the applicant holds and associate's or bachelor's degree in the career and technical area;

c. ~~The applicant has passed a written and practical exam in the career and technical area, when available~~

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

d. The employing agency must provide induction support for all new Career and Technical Educators.

3. 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.

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

c. The Career and Technical Education Preliminary Certificate can be renewed once for four years.

4. Certification Areas

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

1.8.9 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 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 and 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 in June of the following year;

   d. The 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; and

   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 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 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 person on an emergency certificate.

1.8.10 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 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 (see Item 5 ~~Additional Requirements below~~below).

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 times.

4. Certification Areas

a. All teacher areas, all administrator areas, and specialist/consultant areas of 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 21 semester hours in the content field.

d. An applicant for an Expert Residency Preliminary Certificate in English as a Second Language 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.

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 holds a general education certificate for Early Childhood, Elementary Education, Middle Grades Education, or Secondary Grades Education and 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 holds a general education certificate for Early Childhood, Elementary Education, Middle Grades Education, or Secondary Grades Education and has met assessment requirements for teaching in this field and has demonstrated competency in American Sign Language.

h. An applicant for an Expert Residency Preliminary Certificate in Special Education-Severe Intellectual Disability holds a general education certificate for Early Childhood, Elementary Education, Middle Grades Education, or Secondary Grades Education and has met assessment requirements for teaching in this field.

i. An applicant for an Expert Residency Preliminary Certificate in Special Education-Visually Impaired holds a general education certificate for Early Childhood, Elementary Education, Middle Grades Education, or

Secondary Grades Education and has met assessment requirements for teaching in this field and has demonstrated competency in reading and writing Braille.

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

k. 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.

l. 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 years of educational experience in special education.

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

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

o. 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 years teaching experience.

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

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

1.8.11 Expert Residency- Shortages Preliminary Certificate (Effective 06/01/2019) ~~(In Effect through 12/31/2021)~~

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 is valid for three years and may be renewed one time for four 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 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 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 assignment and progress in the preparation program;

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

d. The applicant has any passed required pedagogy assessments;

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

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

g. The Expert Residency- Shortages Preliminary Certificate can be renewed once for four years.

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

i. The applicant is eligible for full certification only at the completion of seven 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 years and seek the approval of the Council on Elementary and Secondary Education 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.

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

c. RIDE will seek approval from the Council on Elementary and Secondary Education 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 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.

1.8.11 Temporary Initial Educator Preliminary Certificate ~~[Effective 04/08/2013]~~

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. 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 year.

2. Conditions for Issuance

   a. The Department 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 not taken Rhode Island required assessments and 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.

      (1) ~~Note: The applicant's rating on the state approved local evaluation system will be included in the three years of evaluation data that are the basis for renewal of the Initial Educator Certificate.~~

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.

1.8.12 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 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.

1.8.13 Endorsements (Effective 06/01/2019)

A. Endorsements may be added to existing 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 on Elementary and Secondary Education prior the implementation of new endorsement areas.

1.8.14 Special Provisional Certificate (Effective 01/01/2019)

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 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 RI.

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

A. 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 and content competencies prescribed by the appropriate professional association; field experience that includes a minimum of one year residency or equivalent clinical time ~~12 weeks of student teaching~~ for the first certification area and other field requirements for the certification area; a minimum of 60 hours of field experience prior to or following residency ~~student teaching~~ 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 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 the Superintendent has determined he/she is appropriately qualified, and the teacher is able to provide evidence of competency in the assignment area. Effective 08/01/2019

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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this certification area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

   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~~National Association for the Education of Young Children (NAEYC)~~;

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

   g~~f~~. 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 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 one-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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 ~~Council for Exceptional Children (CEC)~~; and

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

h~~g~~. 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 45 hours of practicum in this area;

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~~Teachers of English to Speakers of Other Languages (TESOL)~~;

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

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

ih. Has demonstrated proficiency in the first and second languages 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 and Curriculum, Assessment and Methods for English Learners. The Council on Elementary and Secondary Education will review this pathway every five years for continuing approval. Effective 01/01/2019

D. Early Childhood English to Speakers of Other Languages ~~as a Second Language~~ Teacher, Grades PK- 2

1. Validity of Certificate:

a. This certificate is valid for assignment as an Early Childhood English as a Second Language Education Teacher in Grades PK-2 in Rhode Island Public Schools. Educators who hold this certificate may also teach in English in dual language programs.

b. Individuals who have previously taught for less than two 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 on Elementary and Secondary Education will review this pathway every five years for continuing approval. Effective 01/01/2019

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 45 hours of practicum in this area;

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 associationsTeachers of English to Speakers of Other Languages (TESOL); and

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

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

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 1-6 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-year practical residency or the equivalent 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to or following residency student teaching;

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; Association for Childhood Education International (ACEI) and content specific standards (NCTE, NCTM, NSTA, NCSS); and

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

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

B. Elementary Special Education Teacher, Grades 1-6 [Effective 1/01/2015]

1. Validity of Certificate:

   a. This certificate is valid for assignment as an Elementary Special Education Teacher in Grades 1-6 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 one-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

   e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations ~~Council for Exceptional Children(CEC)~~; ~~and~~

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

   g~~f~~. 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 1-6 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 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~~Teachers of English to Speakers of Other Languages (TESOL)~~;

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

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

h~~g~~. 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 and Curriculum, Assessment and Methods for English Learners. The Council on Elementary and Secondary Education will review this pathway every five years for continuing approval. Effective 01/01/2019

D. Elementary English to Speakers of Other Languages as a Second Language Education Teacher, Grades 1-6

1. Validity of Certificate:

a. This certificate is valid for assignment as an Elementary English as a Second Language Education Teacher in Grades 1-6 in Rhode Island Public Schools. Educators who hold this certificate may also teach in English in dual language programs.

b. Individuals who have previously taught for less than two 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 on Elementary and Secondary Education will review this pathway every five years for continuing approval. Effective 01/01/2019

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 45 hours of practicum in this area;

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associationsTeachers of English to Speakers of Other Languages (TESOL); and

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

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

1.9.3 Middle Grades Teacher Certificates

A. Educators can attain Middle Grades Certification in the following three ways: Option 1. Earn a Middle Grades English, Mathematics, Science, or Social Studies Certificate, independent of any other certificate; Option 2. Extend an Elementary Education Teacher Certificate; or 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 5-8 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-year practical residency or the equivalent 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to or following residency student teaching;

(4) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS) and the Association of Middle Level Education (AMLE);

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

professional associations ~~the National Council of Teachers of English (NCTE)~~; ~~and~~

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

(7~~6~~) 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 45 hours of practicum in this certification area;

(5) ~~Has demonstrated the pedagogical competencies of the Association of Middle Level Education (AMLE);~~

(6) Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations ~~National Council of Teachers of English (NCTE)~~ with a minimum of 21 semester hours of coursework in English; ~~and~~

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

(8~~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 45 hours of practicum in this certification area; ~~and~~

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

~~of the Association of Middle Level Education (AMLE)~~; and

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

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 5-8 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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

(4) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS) ~~and the Association of Middle Level Education (AMLE)~~;

(5) Has demonstrated pedagogical and content competencies as prescribed by the appropriate and RIDE approved national associations ~~National Council for Teachers of Mathematics (NCTM)~~; ~~and~~

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

(6) 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 45 hours of practicum in this certification area;

(5) ~~Has demonstrated the pedagogical competencies of the Association of Middle Level Education (AMLE)~~;

(6) Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national associations ~~National Council for Teachers of Mathematics (NCTM)~~ with a minimum of 21 semester hours of coursework in mathematics; ~~and~~

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

(8~~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 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; ~~of the Association of Middle Level Education (AMLE)~~; 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 5-8 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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to and following residency ~~student teaching~~;

(4) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS~~) and the Association of Middle Level Education (AMLE)~~);

(5) Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations ~~National Science Teachers Association (NSTA)~~; ~~and~~

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

(7~~6~~) 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 45 hours of practicum in this certification area;

(5) ~~Has demonstrated the pedagogical competencies of the Association of Middle Level Education (AMLE)~~;

(6) Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations ~~National Science Teachers Association~~ with a minimum of 21 semester hours of coursework in Science; ~~and~~

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

(8~~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 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 ~~of the Association of Middle Level Education (AMLE)~~; 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 5-8 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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

(4) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS) ~~and the Association of Middle Level Education (AMLE)~~;

(5) Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations ~~National Council for the Social Studies(NCSS)~~; ~~and~~

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

(7~~6~~) 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 45 hours of practicum in this certification area;

(5) ~~Has demonstrated the pedagogical competencies of the Association of Middle Level Education (AMLE)~~;

(6) Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations ~~National Council for the Social Studies(NCSS)~~ with a minimum of 21 semester hours of coursework in Social Studies; ~~and~~

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

(8~~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 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 ~~of the Association of Middle Level Education (AMLE)~~.; 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 ~~[Effective 1/01/2015]~~

1. Validity of Certificate:

a. This certificate is valid for assignment as a Middle Grades Special Education Teacher in Grades 5- 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 5-8 in Rhode Island Public

Schools without adding the specific Middle Grades Special Education Teacher Grades 5-8 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 5-8 in Rhode Island Public Schools without adding the specific Middle Grades Special Education Teacher Grades 5-8 certification area.

2. Requirements:

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

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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate and RIDE approved national professional associations ~~Council for Exceptional Children (CEC) and the Association of Middle Level Education (AMLE)~~; ~~and~~

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

g~~f~~. 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 5-8 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 5- 8 in Rhode Island Public Schools without adding the specific Middle Grades Bilingual and Dual Language Education Teacher Grades 5-8 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 5-8 in Rhode Island Public Schools without adding the specific Middle Grades Bilingual and Dual Language Education Teacher Grades 5-8 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 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 ~~Teachers of English to Speakers of Other Languages (TESOL) and the Association of Middle Level Education (AMLE)~~;

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

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

h~~g~~. 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 and Curriculum, Assessment and Methods for English Learners.

The Council on Elementary and Secondary Education will review this pathway every five years for continuing approval. Effective 01/01/2019

H. Middle Grades English to Speakers of Other Languages ~~as a Second Language Education~~ Teacher, Grades 5-8

1. Validity of Certificate:

   a. This certificate is valid for assignment as a Middle Grades English as a Second Language Education Teacher in Grades 5-8 in Rhode Island Public Schools. Educators who hold this certificate may also teach in English in dual language programs.

   b. Individuals who have previously taught for less than two 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 on Elementary and Secondary Education will review this pathway every five years for continuing approval. Effective 01/01/2019.

   c~~b~~. Educators who hold certification in Elementary Education, Elementary English as a Second Language Education, and Middle Grades Education in a content field are also eligible for assignment as a Middle Grades English as a Second Language Education Teacher in Grades 5-8 in Rhode Island Public Schools without adding the specific Middle Grades English as a Second Language Education Teacher Grades 5-8 certification area.

   d~~c~~. Educators who hold certification in Secondary Grades certification in a content field, Secondary English as a Second Language Education, and Middle Grades Education in a content field are also eligible for assignment as a Middle Grades English as a Second Language Education Teacher in Grades 5-8 in Rhode Island Public Schools without adding the specific Middle Grades English as a Second Language Education Teacher Grades 5-8 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 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 ~~Teachers of English to Speakers of Other Languages (TESOL) and the Association of Middle Level Education (AMLE); and~~

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

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

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 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 Agriculture or a closely related field;

d. Has completed a minimum of one-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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~~ the appropriate and RIDE approved national professional associations ~~American Association for Agricultural Education (AAAE)~~; ~~and~~

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

hg. 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 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 Biology or a closely related field;

d. Has completed a minimum of one year residency 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to or following residency student teaching;

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 the appropriate and RIDE approved national professional associations National Science Teachers Association (NSTA); and

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

hg. 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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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~~ the appropriate and RIDE approved national professional associations National Business Education Association (NBEA); ~~and~~

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

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

D. Secondary Grades Career and Technical Education Teacher, Grades 7-12 (Changes Effective 01/01/2019)

1. Validity of Certificate:

a. This certificate is valid for assignment as a Secondary Grades Career and Technical Education Teacher in Grades 7-12 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~~a bachelor's degree from a regionally accredited institution~~;

d. Has completed a minimum of one year residency ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency. Individuals who have successfully completed

three years of teaching in RI while holding a CTE Preliminary Certificate dare not required to complete a residency ~~student teaching~~;

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~~g~~. Has five years of work experience in the specific career and technical area if holds a high school diploma. The applicant has three 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~~h~~. 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 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 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 Chemistry or a closely related field;

d. Has completed a minimum of one-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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 ~~National Science Teachers Association (NSTA)~~; ~~and~~

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

h~~g~~. 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 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 English or a closely related field;

d. Has completed a minimum of one-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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 ~~National Council of Teachers of English (NCTE)~~; ~~and~~

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

h~~g~~. 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 7-12 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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

(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 ~~National Science Teachers Association (NSTA)~~; ~~and~~

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

(8~~7~~) Has met all pedagogy and subject matter testing requirements for this certification area.

b. Option Two

(1) Hold certification in any two of the other three secondary grades science areas (Biology, Chemistry, Physics) as directed by R.I.G.L 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 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 Mathematics or a closely related field;

d. Has completed a minimum of one-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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 ~~National Council for Teachers of Mathematics (NCTM)~~; ~~and~~

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

h~~g~~. 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 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 Physics or a closely related field;

d. Has completed a minimum of one-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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 ~~National Science Teachers Association (NSTA)~~; ~~and~~

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

h~~g~~. 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 7- 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 with an emphasis in history;

d. Has completed a minimum of one-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of

60 hours field experience prior to or following residency ~~student teaching~~;

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 ~~National Council for the Social Studies (NCSS); and~~

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

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

K. Secondary Grades Special Education Teacher, Grades 7-12 [Effective 1/01/2015]

1. Validity of Certificate:

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

2. Requirements:

a. Holds certification in Secondary Grades Agriculture, Biology, Business Education, Career and Technical Education (Effective 01/01/2019), 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 one-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations ~~Council for Exceptional Children (CEC)~~; ~~and~~

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

g~~f~~. 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 7-12 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 45 hours of practicum in this area;

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations. ~~Teachers of English to Speakers of Other Languages (TESOL)~~;

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

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

h~~g~~. 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 and Curriculum, Assessment and Methods for English Learners. The Council on Elementary and Secondary Education will review this pathway every five years for continuing approval. Effective 01/01/2019

M. Secondary Grades English to Speakers of Other Languages ~~as a Second Language Education~~ Teacher, Grades 7-12

1. Validity of Certificate:

a. This certificate is valid for assignment as Secondary Grades English as a Second Language Education Teacher in Grades 7-12 in Rhode Island Public Schools. Educators who hold this certificate may also teach in English in dual language programs.

b. Individuals who have previously taught for less than two 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 on Elementary and Secondary Education will review this pathway every five years for continuing approval. Effective 01/01/2019

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 45 hours of practicum in this area;

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations ~~Teachers of English to Speakers of Other Languages (TESOL)~~; ~~and~~

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

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

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 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 ~~National Association for Sport and Physical Education (NASPE)~~; ~~and~~

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

h~~g~~. 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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following ~~student teaching~~;

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 ~~National Art Education Association (NAEA)~~; ~~and~~

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

h~~g~~. 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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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 ~~National Dance Association (NDA)~~; ~~and~~

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

h~~g~~. 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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following ~~student teaching~~;

   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; ~~American Association of Family and Consumer Sciences (AAFCS); and~~

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

   h~~g~~. 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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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; ~~American Association for Health Education (AAHE)~~; ~~and~~

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

h~~g~~. 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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to and following residency ~~student teaching~~;

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 ~~American Library Association (ALA)~~; ~~and~~

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

h~~g~~. 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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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 ~~National Association for Music Education (NAfME)~~; ~~and~~

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

h~~g~~. 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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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 ~~National Association for Sport and Physical Education (NASPE)~~; ~~and~~

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

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

I. All Grades ~~Instructional~~ 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 years of documented experience as a professional nurse;

e. Has a current Rhode Island Nursing License;

f. Has completed a minimum of one-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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 ~~American Nurses Association (ANA)~~; ~~and~~

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

j~~i~~. Has met all pedagogy and subject matter testing requirements for this certification area.

J. All Grades Registered School Nurse ~~Teacher~~, 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.

~~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 years of documented experience as a professional nurse;

d. Has a current Rhode Island Nursing License;

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

~~b. Has completed a professional nursing program;~~

c. ~~Has three years of documented experience as a professional nurse;~~

d. ~~Has a current Rhode Island Nursing License~~

J. 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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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 ~~International Technology and Engineering Educators Association (ITEEA)~~; ~~and~~

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

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

K. 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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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 ~~Educational Theatre Association (EDTA)~~; ~~and~~

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

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

L. All Grades World Language Teacher, Grades PK-12 [Effective 1/01/2015]

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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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 ~~American Council for the Teaching of Foreign Languages (ACTFL)~~; ~~and~~

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

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

M. All Grades Special Education - Deaf and Hard of Hearing Teacher PK-12

1. Validity of Certificate:

a. This certificate is valid for assignment as a Special Education - Deaf and Hard of Hearing Teacher in Grades PK-12 in Rhode Island Public Schools.

2. Requirements:

a. Holds certification in Early Childhood Education, Elementary Education, Middle Grades Education ~~(any content area)~~, ~~or~~ Secondary Grades Education ~~(any content area)~~, or All Grades Teacher (Effective 01/01/2019) ;

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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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 ~~Council for Exceptional Children (CEC)~~;

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

h~~g~~. Has demonstrated competency in American sign language; and

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

N. 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.

2. Requirements:

a. Holds certification in Early Childhood Education, Elementary Education, Middle Grades Education ~~(any content area)~~, ~~or~~ Secondary Grades Education ~~(any content area)~~ or All Grades Teacher (Effective 01/01/2019);

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-year practical residency or the equivalent ~~12 weeks of student teaching~~ in this area and a minimum of 60 hours field experience prior to or following residency ~~student teaching~~;

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 ~~Council for Exceptional Children (CEC)~~;

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

hg. Has demonstrated competency in reading and writing Braille; and

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

O. All Grades Special Education – Severe Intellectual Disability Teacher [Effective 1/01/2015]

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.

2. Requirements:

a. Holds certification in Early Childhood Education, Elementary Education, Middle Grades Education (any content area), or Secondary Grades Education (any content area);, or All Grades Teacher (Effective 01/01/2019)

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-year practical residency or the equivalent 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to or following residency student teaching;

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 Council for Exceptional Children (CEC);

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.

P. 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 45 hours of practicum in this area;

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national associations Teachers of English to Speakers of Other Languages (TESOL);

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

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

hg. 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 and Curriculum, Assessment and Methods for English Learners. The Council on Elementary and Secondary Education will review this pathway every five years for continuing approval. Effective 01/01/2019

Q. 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 All Grades 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.

b. Individuals who have previously taught for less than two 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 on Elementary and Secondary Education will review this pathway every five years for continuing approval. Effective 01/01/2019

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 a regionally accredited institution;

d. Has completed a minimum of 45 hours of practicum in this area;

e. Has demonstrated content and pedagogical competencies as prescribed by the appropriate RIDE approved national professional associations; ~~Teachers of English to Speakers of Other Languages (TESOL); and~~

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

g~~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. Certification in administrator areas requires: an advanced degree (except for school business manager); completion of an approved educator preparation program that assures completers demonstrate the competencies within the certification field prescribed by the appropriate professional association; field experience that includes a 300 hour internship for building level administrators; and 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 300 hour internship in this area;

d. Has three 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 ~~National Policy Board for Educational Administration (NPBEA)~~; and

g. Has met all knowledge of field testing requirements for this certification area.

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 ~~National Policy Board for Educational Administration (NPBEA)~~; and

f. Has met all knowledge of field testing requirements for this certification area.

B. District Level Administrator-Special Education Changes Effective 01/01/2019

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. ~~Holds certification as Building Level Administrator~~;

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

   c. Has completed nine 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 years of professional education experience in teaching Special Education, as a speech and language pathologist, as a school social worker, or as a 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 ~~National Policy Board for Educational Administration (NPBEA)~~;

   ~~g~~. ~~Has demonstrated the professional competencies prescribed by the Council for Exceptional Children (CEC) for advanced content knowledge~~; ~~and~~

   g~~h~~. 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 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 ~~National Policy Board for Educational Administration(NPBEA)~~; 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. Certification in support professional areas requires: an advanced degree; completion of an approved educator preparation program that assures completers

demonstrate the competencies within the certification field prescribed by the appropriate professional association; field experience that includes a minimum of a 300 hour internship for instructional leaders, specialists/consultants, and school counselor certification areas; and passing scores on any knowledge of field testing required for the certification area.

1.11.1 Instructional Certificates

A. Instructional Leader ~~[Effective 1/01/2015]~~

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. Three 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 300 hours of internship in this area; and

   f. Has demonstrated field competencies as prescribed by the appropriate RIDE approved national professional associations. ~~Teacher Leadership Exploratory Consortium~~

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 300 hours of internship in this area;

   d. Has demonstrated field competencies as prescribed by the appropriate RIDE approved national professional associations ~~Council for the~~

~~Accreditation of Counseling and Related Education Programs (CACREP)~~; 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 ~~National Association of School Psychologists (NASP)~~; 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 a licensed clinical social worker 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 ~~National Association of Social Workers~~; 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 ~~American Speech-Language-Hearing Association (ASHA)~~; 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 ~~[Effective 1/01/2015]~~

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. Three 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 300 hours of internship in this area;

f. Has demonstrated field competencies as prescribed by the appropriate RIDE approved national professional associations ~~Teachers of English to Speakers of Other Languages (TESOL)~~; and

g. Has met all knowledge of field testing requirements for this certification area

B. Mathematics Specialist/Consultant ~~[Effective 1/01/2015]~~

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. Three 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 300 hours of internship in this area;

   f. Has demonstrated field competencies as prescribed by the appropriate RIDE approved national professional associations ~~Association of Mathematics Teacher Educators (AMTE) for an Elementary Specialist~~; 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. Three 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 300 hours of internship in this area;

   f. Has demonstrated field competencies as prescribed by the appropriate RIDE approved national professional associations ~~International Reading Association (IRA)~~; 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 Cardio Pulmonary 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 days in the same assignment.

   b~~a~~. Individuals must hold ~~A~~a bachelor's degree or higher from a regionally accredited college or university; or

   c. An associate's degree from a regionally accredited college or university; or

   d. A minimum of two years college completion on track to a four year degree. ~~.~~

   e~~b~~. Substitutes for School Nurse Teacher must hold a license as a Registered Nurse

3. Substitute Teacher- Long-term (Effective 08/01/2019)

   a. An individual who is employed, on a temporary basis, for more than forty five 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 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 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 24 hours of coursework and passing the subject matter examination in the new area.

C. The addition of new certification areas in all other circumstance 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, the Department of Education 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 reasons – reinstatement for certificate expiration and reinstatement for performance-related non-renewed certifications. Individuals seeking to reinstate certifications due to active duty while in the United States Military shall renew their certifications as outlined in Rhode Island General 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 year without completing any additional requirements. A reinstatement fee will be applied to the application. ~~five years from the expiration date subject to any changes in regulations that occurred between the expiration of the certificate(s) and the date of reinstatement.~~

2. If one year up to ten 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.

2. If more than ten ~~five~~ 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.

3. 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 ~~renewal~~ fees.

C. Reinstatement of Performance-related Non-renewed Certifications

1. An educator whose certificate(s) was non-renewed for performance reasons may request reinstatement of each certificate that was not renewed for performance reasons by providing evidence of meeting the requirements for reinstatement for performance-related non-renewed certificates for up to five years after the non-renewal. RIDE, in collaboration with the Certification Policy Advisory Board (CPAB), will develop the standards for reinstatement of a certification that was not renewed for performance.

2. Requirements for reinstatement:

   a. Complete a reinstatement application;

   b. Submit a reinstatement fee and appropriate certification fees;

   c. Submit evidence of retraining consistent with the performance-related concerns; and

   d. Submit evidence of successful supervised practice.

3. The Department of Education will review the request for reinstatement and will make a determination based upon the evidence submitted.

1.15 Appeals

A. All decisions regarding certification under these regulations may be appealed to the Director of the Office of Educator Excellence~~Quality~~ and Certification Services. Decisions of the Director may be appealed to the Commissioner of Elementary and Secondary Education for hearing pursuant to Rhode Island General Laws 16-39-1.

1.16 ~~Annulment of Certificate~~

A. ~~Powers and Proceedings. The Administrative Procedures Act, R.I. Gen. Laws § 42-35-1 et seq., and the Department's Rules of Procedure for Administrative Hearings, Part 10-00-2 of this Title, shall govern all complaint and enforcement proceedings pursuant to R.I. Gen. Laws § 5-20.5-1 et seq. and this Part.~~

B. ~~Complaints. Any person may file a complaint against any teacher certified under these Regulations or any person who is required to be certified under these Regulations but is not certified by the Department. Such complaint shall be in writing, signed by the Complainant, and on a form provided by the Department. The Department shall make an initial determination whether or not the complaint is within the Department's jurisdiction. If no jurisdiction exists, the Department shall notify the complainant in writing. If jurisdiction exists, the Department shall conduct whatever investigation it deems appropriate, including forwarding a copy of the complaint to the Respondent. If~~

instructed to do so by the Department, the Respondent shall file a response to the complaint within fifteen (15) business days or such other time frame specified by the Department.

B~~C~~. Upon completion of its investigation, the Department shall take one (1) of the following actions:

1. If the Department determines that the complaint fails to establish probable cause of a violation of the Rhode Island General Laws pertaining to teacher certification or this regulation, the Department shall take no action on the complaint and shall advise the Complainant and Respondent in writing of the determination; or

2. If the Department determines that the complaint establishes probable cause, the Department shall take such action as it deems appropriate under applicable law and the rules and regulations adopted pursuant thereto.

D. Department Investigations. The Department on its own authority may initiate an investigation and take action:

1. Against a teacher certified under these Regulations;

2. Against an applicant for a teaching certification or for renewal of a license;

3. Against any person who is required to be certified but is not certified; and

4. Against any person who is subject to the regulatory authority of the Department.

5. All such actions shall be upon such terms and conditions as are permitted under applicable law and the rules and regulations adopted pursuant thereto.

1.16 Ongoing Review of Certification Regulations

A. The Department of Education 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 on Elementary and Secondary Education to assure that the certification regulations remain current and continue to respond to the changing needs of Rhode Island schools and school districts.