Public Notice:
Proposed Regulations Governing the Certification of Educators in Rhode Island

State of Rhode Island and Providence Plantations
RI Board of Regents for Elementary and Secondary Education

Public Notice of Proposed Rule-Making

Pursuant to the provisions of Chapters 16-60-4 and 11of the General Laws of Rhode Island, and in accordance with the Administrative Procedures Act Chapter 42-35 of the General Laws, the RI Board of Regents for Elementary and Secondary Education notice to adopt comprehensive educator certification regulations.

The purpose of these regulations is to update the requirements and procedures that govern educator certification in Rhode Island and to consolidate all Board of Regents 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.

The proposed regulations and the summary of non-technical differences between proposed and existing certification regulations are available for public inspection at the RI Department of Elementary and Secondary Education, 255 Westminster Street, Providence, RI requested by email at Angela.Teixeira@ride.ri.gov or by calling Angela Teixeira at 401-222-8435.

In the development of the proposed regulations, consideration was given to: (1) alternative approaches; (2) overlap or duplication with other statutory and regulatory provisions; and (3) significant economic impact on small business. No alternative approach, duplication, or overlap was identified based upon available information.

Public hearings on the proposed regulations will be held on:

September 13, 2011 5:00 pm	Providence Career & Technical Academy 41 Fricker Street Providence, RI 02903	Auditorium
September 21, 2011 5:00 pm	CCRI Warwick – Knight Campus 400 East Avenue Warwick, RI 02886	Bobby Hackett Theater
September 22, 2011 5:00 pm	CCRI Newport – Newport County Campus One John H. Chafee Blvd. Newport, RI 02840	Auditorium #134

All interested parties are invited to participate in the public hearings and submit written comments concerning the proposed regulations by October 11, 2011. The hearing locations are accessible to the disabled and interpreter services for the hearing impaired will be provided if requested 48 hours prior to the hearing. Requests for this service can be made in writing or by calling Angela Teixeira at 401-222-8435 or RI Relay 1-800-745-5555. Written comments may be submitted to Angela Teixeira at RI department of Elementary and Secondary Education, 255 Westminster Street, Providence, RI 02903, or at Angela.Teixeira@ride.ri.gov or by faxing 401-222-6178.

STATE OF RHODE ISLAND

REGULATIONS

of the

BOARD OF REGENTS FOR ELEMENTARY AND SECONDARY EDUCATION

Regulations Governing the Certification of Educators in Rhode Island

Draft Regulations Promulgated MM/DD/YY

STATE OF RHODE ISLAND
REGULATIONS
of the
BOARD OF REGENTS FOR ELEMENTARY AND SECONDARY EDUCATION

INTRODUCTION

These regulations, which are authorized by Rhode Island General Laws 16-11-1 and 16-60-4, are promulgated in accordance with the duty of the Rhode Island Board of Regents for Elementary and Secondary Education to adopt standards and qualifications for the certification of educators in Rhode Island.

These *Regulations Governing the Certification of Educators in Rhode Island* shall supersede all of the Board's previous regulations governing the certification of educators. For the purposes of the rulemaking process, a summary of all non-technical differences between the existing and proposed rules is attached to this document as Attachment 1.

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STATE OF RHODE ISLAND
REGULATIONS
of the
BOARD OF REGENTS FOR ELEMENTARY AND SECONDARY EDUCATION

RHODE ISLAND BOARD OF REGENTS FOR ELEMENTARY AND SECONDARY EDUCATION SECTION E: REGULATIONS GOVERNING THE CERTIFICATION OF EDUCATORS IN RHODE ISLAND

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SUMMARY OF NON-TECHNICAL DIFFERENCES BETWEEN PROPOSED AND EXISTING CERTIFICATION REGULATIONS

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1. Purpose

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 Board of Regents for 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 Board of Regents 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.

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

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and other evidence of effective educator performance. These regulations also streamline certification 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.

2. Definitions

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

2.1 Definitions Used in Regulations

2.1.1 Administrator Certificate

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.

2.1.2 Administrator Knowledge of Field Competencies

"Administrative Knowledge of Field Competencies" are the knowledge and skills defined by professional associations as core competencies for administrators that define the range of expectations for the specific certification administrative position(s) addressed by the certification area.

2.1.3 Administrator Knowledge of Field Testing

"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.

2.1.4 Advanced Educator Certificate

"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.

2.1.5 Alternate Route Preliminary Certificate

"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.

2.1.6 Approved Program Route to Educator Certification

An "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.

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2.1.7 Building Level Administrator

A "Building Level Administrator" is any individual responsible for the administration of a PK-12 school, either as the senior administrator or an assistant. Building level administrators include principals, assistant principals, and charter school chief administrators.

2.1.8 Career and Technical Education Preliminary Certificate

"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.

2.1.9 Certificate

"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.

2.1.10 Certification Area

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).

2.1.11 Certification Route

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).

2.1.12 Certification Fees

"Certification Fees" are fees set by the Board of Regents to issue certificates.

2.1.13 Credential Development Plan

Prospective Educators who hold a preliminary certificate while pursuing certification develop a "Credential Development Plan" for review and monitoring by the Department of Education to gain certification. The plan describes how the individual will demonstrate evidence of meeting competency, assessment, and field experience requirements.

2.1.14 Credential Review Route to Certification

"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.

2.1.15 Emergency Route Preliminary Certificate

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"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.

2.1.16 Employing Agency

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.

2.1.17 English Language Competency Testing

"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.

2.1.18 Expert Residency Preliminary Certificate

"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.

2.1.19 Extension of Certificate

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.

2.1.20 Full Certificate

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.

2.1.21 Initial Educator Certificate

"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.

2.1.22 Internship

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.

2.1.23 Local Educator Evaluation System

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

2.1.24 Major Equivalent

Applicants who did not complete a major in the required content field may present a "major equivalent" of thirty or more hours of coursework in the content field.

2.1.25 National Association of State Directors of Teacher Education and Certification (NASDTEC)

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.

2.1.26 Pedagogy Testing

"Pedagogy Testing" is the use of assessments to evaluate the knowledge of teaching of a prospective teacher.

2.1.27 Performance-based Non-renewal

"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.

2.1.28 Practicum

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.

2.1.29 Preliminary Educator Certificates

"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.

2.1.30 Professional Competencies

"Professional Competencies" are the knowledge and skills defined in the Rhode Island Professional Teaching Standards and in the Rhode Island Standards for Educational Leaders that articulate the professional standards for all teachers and all administrators respectively.

2.1.31 Professional Educator Certificate

"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.

2.1.32 Reciprocity Route to Educator Certification

"Reciprocity Route to Educator Certification" is the process by which Rhode Island issues certification to educators who completed approved educator preparation programs or holds certification in another state.

2.1.33 Reinstatement Fee

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.

2.1.34 Regionally Accredited Institution

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.

2.1.35 Rhode Island Professional Teaching Standards (RIPTS)

The "Rhode Island Professional Teaching Standards" are the standards that identify the professional knowledge and skills expected of all teachers.

2.1.36 Rhode Island Standards for Education Leaders (RISEL)

The "Rhode Island Standards for Education Leaders" are the standards that identify the professional knowledge and skills expected of all administrators.

2.1.37 Substitute Permit

A "Substitute Permit" is a permit that allows individuals to serve as day-to-day substitute teachers in Rhode Island Public Schools.

2.1.38 Support Professional Certificate

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.

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2.1.39 Support Professional Knowledge of Field Competencies

"Support Professional Knowledge of Field Competencies" are the knowledge and skills defined by professional associations as core competencies for support professionals that define the range of expectations for the specific support professional position(s) addressed by the certification area.

2.1.40 Teacher Certificate

A "Teacher Certificate" is issued to a person whose primary responsibility is to instruct students.

2.1.41 Teacher Content Competencies

"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.

2.1.42 Teacher Content Testing

"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.

2.1.43 Temporary Initial Educator Certificate

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.

2.1.44 Visiting Lecturer Preliminary Certificate

"Visiting Lecturer Preliminary Certificate" is a preliminary certificate awarded to individuals with unique qualifications who can supplement educational programs in districts and who have been offered employment in districts. This certificate is not a route to full certification.

3. Rhode Island Professional Educator Standards

1) Rhode Island Professional Teaching Standards
2) Rhode Island Standards for Educational Leadership
3) Rhode Island Code of Professional Responsibility

3.1 Rhode Island Professional Teaching Standards

1: 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.

- reflect a variety of academic, social, and cultural experiences in their teaching

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- 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
- exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students
- facilitate student involvement in the school and wider communities

2: 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.

- know their discipline/content and understand how knowledge in their discipline is created, organized, and linked to other disciplines and applied beyond the school setting
- design instruction that addresses the core skills, concepts, and ideas of the disciplines/content areas to help all students meet Rhode Island's learning standards
- select appropriate instructional materials and resources (including technological resources) based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts in the discipline/content areas
- engage students in a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help all students develop conceptual understanding
- 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

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

- understand how students use their prior knowledge to construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning
- design instruction that meets the current cognitive, social, and personal needs of their students
- create age-appropriate lessons and activities that meet the variety of developmental levels of students within a class

4. 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.

- design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning

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- use 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
- seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students where appropriate
- make appropriate accommodations and modifications for individual students who have identified learning differences or needs in an Individualized Educational Plan (IEP), 504 Accommodation Plan, Personal Literacy Plans (PLP's), or other approved school-based individualized learning plans (ILP's)

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

- design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills
- pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives
- make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem
- engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence
- use tasks that engage students in exploration, discovery, and hands-on activities

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

- use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained
- establish a safe, secure and nurturing learning environment that supports the active engagement of all students
- provide and structure the time necessary to explore important concepts and ideas
- help students establish a classroom environment characterized by mutual respect and intellectual risk-taking
- create learning groups in which all students learn to work collaboratively and independently
- communicate clear expectations for achievement that allow students to take responsibility and advocate for their own learning

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7. 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.

- work collaboratively with their colleagues to examine teacher practice, student work and student assessment results with the goal of improving instruction and achievement
- develop relationships with students and their families to support learning
- understand the role of community agencies in supporting schools and work collaboratively with them as appropriate

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

- use a variety of communication strategies (e.g., listening, restating ideas, questioning, offering, counter examples) to engage students in learning
- use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning
- use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom and the school
- emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction
- seek knowledge of and demonstrate sensitivity to the particular communication needs of all students

9. 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.

- select and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by the assessment
- identify and consider student and contextual variables that may influence performance so that a student's performance can be validly interpreted
- systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report individual and group achievement
- provide students with opportunities and guidance to evaluate their own work and behavior against defined criteria and use the results of self-assessment to establish individual goals for learning
- use assessment results to provide students with timely, helpful, and accurate feedback on their progress toward achievement goals
- maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues

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

10. 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.

- solicit feedback from students, families, and colleagues to reflect on and improve their own teaching
- explore and evaluate the application of current research, instructional approaches and strategies, including technologies to improve student learning
- take responsibility for their own professional development and improvement of their students' learning by participating in workshops, courses, or other individual and collaborative professional development activities that support their plans for continued development as teachers
- take responsibility for learning about and implementing federal, state, district, and school initiatives to improve teaching and learning

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

- maintain standards that require them to act in the best interests and needs of students
- follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families
- follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/guardians', and teachers' rights and responsibilities
- interact with students, colleagues, parents, and others in a professional manner that is fair and equitable
- are guided by codes of professional conduct adopted by their professional organizations

3.2 Rhode Island Standards for Educational Leaders

Rhode Island Standards for Educational Leaders

Standard 1: Mission, Vision, and Goals

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.

Element IA: Mission, Vision and Goals for Teaching and Learning

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

Indicators

Educational leaders in Rhode Island:

i. 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.

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

iii. Recruit, support, and retain those who have the capacity to grow the organization in the direction of the mission, vision, and goals

iv. Challenge the school community to ensure the alignment of programs and practices to the established mission, vision, and goals.

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

- 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.

Indicators

Educational leaders in Rhode Island:

i. 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.

ii. Engage multiple stakeholders with diverse perspectives in constructing shared understandings and commitments to high expectations for all students.

iii. 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.

iv. Celebrate and recognize progress in order to sustain a commitment to the mission, vision, and goals.

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

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- 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.

Indicators

Educational leaders in Rhode Island:

i. 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.

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

iii. Use effective change strategies that engage staff and community stakeholders in planning and implementing programs and activities.

iv. Identify and address barriers to achieving the mission, vision, and goals.

v. Incorporate the mission, vision, and goals into planning and decision making processes.

vi. Align all resources to achieve the mission, vision, and goals.

vii. Revise plans, programs, and activities as indicated and warranted by systemically monitoring evidence about the effectiveness of programs.

Standard 2: Learning and Teaching

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

Element 2A: Building a professional culture

- 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.

Indicators

Educational leaders in Rhode Island:

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

ii. Model openness to change and support initiatives that improve student learning.

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

iv. Use data for program evaluation that improves learning and teaching.

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

Element 2B: Rigorous Curriculum and Instruction

- 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.

Indicators

Educational leaders in Rhode Island:

i. Promote an understanding of Rhode Island and national curriculum standards throughout the school community.

ii. Support the development, implementation, and evaluation of a standards-based curriculum.

iii. 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.

iv. Provide coherent alignment among curriculum, instruction, assessment, professional development and evaluation to ensure the effectiveness of instruction.

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

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

vii. Ensure that systematic support and research-based interventions are provided for students who are not meeting the standards.

Element 2C: Assessment and Accountability

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

Indicators

Educational leaders in Rhode Island:

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

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

iii. Guide the school community in the regular analyses of data about all students and subgroups to improve learning and teaching.

iv. 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.

Standard 3: Managing Organizational Systems and Safety

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.

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

- 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.

Indicators

Educational leaders in Rhode Island:

i. Create and participate in systems that collaboratively support student and staff learning and well-being.

ii. Involve the school community in developing, implementing, and monitoring guidelines and norms for accountable behavior.

iii. Develop, monitor, and update a comprehensive safety and security plan.

Element 3B: Aligning and Obtaining Human Resources

- Leaders establish an infrastructure for personnel that operates in support of learning and teaching.

Indicators

Educational leaders in Rhode Island:

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

ii. Implement practices to recruit and retain highly qualified personnel.

iii. Assign personnel and monitor placements to ensure diverse student needs, legal requirements, and equity goals are met.

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

Element 3C: Aligning and Obtaining Fiscal Resources

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

Indicators

Educational leaders in Rhode Island:

i. Operate within budget and fiscal guidelines to measurably improve student achievement.

ii. Allocate funds based on student needs within the framework of policy and regulations.

iii. Advocate for and secure resources needed to accomplish the vision.

Element 3D: Managing Operational Systems

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

Indicators

Educational leaders in Rhode Island:

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

ii. Maintain the physical plant for safety, ADA requirements, access issues, and for direct support of student learning.

iii. Develop and facilitate communication and data systems that ensure the timely flow of information.

iv. Oversee the acquisition and maintenance of equipment and technology.

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v. Use data systems to evaluate and revise processes to continuously improve the operational system.

Standard 4: Collaborating with Key Stakeholders

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.

Element 4A: Collaborate with Families and Other Community Members

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

Indicators

Educational leaders in Rhode Island:

i. Understand and apply strategies for developing family and local community partnerships.

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

iii. Involve families in decision making about their children's' education.

iv. Develop a comprehensive strategy for positive community and media relations.

v. 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.

Element 4B: Community Interests and Needs

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

Indicators

Educational leaders in Rhode Island:

i. Participate in the community to better understand values, interests, and needs.

ii. Identify and engage key stakeholders, including individuals and groups with competing perspectives.

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iii. Use appropriate assessment strategies and research methods to understand community conditions and dynamics and to accommodate diverse student needs.

iv. Seek out and collaborate with community programs serving students with diverse learning needs.

v. Recognize and celebrate diversity as an asset to the educational programs of the school community.

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

Element 4C: Maximizing Community Resources

- 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.

Indicators

Educational leaders in Rhode Island:

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

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

iii. Use public resources and funds appropriately and effectively.

iv. Secure community support for seeking and sustaining the resources necessary to address student needs.

Standard 5: Ethics and Integrity

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

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

- Leaders demonstrate appropriate ethical and legal behavior.

Indicators

Educational leaders in Rhode Island:

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i. Model personal and professional ethics, integrity, justice, and fairness and expect the same of others.

ii. Protect the rights and appropriate confidentiality of students, families, and staff.

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

Element 5B. Personal Values and Beliefs

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

Indicators

Educational leaders in Rhode Island:

i. Demonstrate respect for the inherent dignity and worth of each individual.

ii. Model respect for diverse community stakeholders and treat them equitably.

iii. Demonstrate respect for diversity by developing cultural competency skills and equitable practices.

iv. Self-assess personal assumptions, values, beliefs, and practices that guide the improvement of student learning.

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

Element 5C. Maintain high standards for self and others

- 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.

Indicators

Educational leaders in Rhode Island:

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

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ii. 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.

iii. 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.

iv. 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.

v. Sustain personal motivation, optimism, commitment, energy and health by balancing personal and professional responsibilities and encouraging similar actions for others.

vi. Make decisions based on sound principles, research, data, and policy.

vii. Respect and support the systems of authority at the state, district, and school levels through ethical and professional behavior.

Standard 6: The Education System

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.

Element 6A. Professional Influence

- 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.

Indicators

Educational leaders in Rhode Island:

i. 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.

ii. 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.

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iii. 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.

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

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

Indicators

Educational leaders in Rhode Island:

i. 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.

ii. 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.

iii. 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.

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

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

Indicators

Educational leaders in Rhode Island:

i. 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.

ii. Support public policies that provide for needs of children and families and ensure equity and excellence in education.

iii. Advocate for public policies that ensure appropriate and equitable human and fiscal resources that improve student learning and eliminate achievement gaps.

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

3.3 Rhode Island Code of Professional Responsibility

Rhode Island Code of Professional Responsibility

Section 1. Responsibility to Students

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.

Rhode Island educators shall:

(i) Respect the inherent dignity and worth of each student.

(ii) Act upon the belief that all students can learn.

(iii) Establish high expectations and provide instruction that challenges all students.

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

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

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

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

(viii) 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.

(ix) Promote the development of character and civic responsibility in their students.

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

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

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Section 2. Responsibility to Self

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

Rhode Island educators shall:

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

(ii) 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.

(iii) Actively engage in professional learning communities and seek feedback in order to improve their performance.

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

(v) 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.

(vi) Strive to exercise the highest level of professional judgment.

(vii) Refrain from using institutional or professional privileges for personal advantage.

Section 3. Responsibility to Colleagues and the Profession

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.

Rhode Island educators shall:

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

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

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

(iv) Collaborate with others to improve student learning.

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(v) 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.

(vi) Encourage the participation of teachers in the process of educational decision making.

(vii) 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.

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

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

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

Rhode Island educators shall:

(i) 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.

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

(iii) Endeavor to assure equal educational opportunities for all children in the community.

(iv) Cooperate with community agencies that provide resources and services to support students.

(v) Maintain a positive and active relationship with students' parents, families, and other members of the community.

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

Section 5. Responsibility to the Rhode Island Board of Regents

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.

Rhode Island educators shall:

(i) Provide accurate, truthful, and complete information to the Rhode Island Department of Education concerning all certification matters.

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

(iii) Engage in ongoing appropriate professional development for all certificates they intend to maintain.

(iv) 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.

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

(vi) Maintain the security of standardized testing materials that comprise state assessment programs.

(vii) Further the mission, policies, and regulations of the Rhode Island Board of Regents

4. Requirements for Certification

4.1 Educator Certification Requirements

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 Board of Regents for elementary and secondary education."

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

4.2 School Committees and other Employing Agents Responsibilities

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.

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

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]

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

5. Applications and Fees

5.1 Application for Certification

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 Board of Regents.

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

1) Application on an official form or through electronic means provided by the Department of Education;
2) Application fee as established by the Board of Regents;
3) Official transcripts from an approved institution, as required, of all credits and degrees, issued by the registrar or other appropriate official of the institution;
4) 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;
5) 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;
6) Official verification from the testing agency that an applicant has achieved a passing score or satisfactory evaluation on required assessments;
7) 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;
8) 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.

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9) An attestation by the applicant that he or she is of good moral character, including disclosure of any employment, criminal, and certification history;
10) Additional documentation, as appropriate to the type of certificate or permit requested.

5.2 Fees

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
Advanced 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	$100.00 for each certification area
Expert Residency Preliminary Certificate [Effective 1/1/2013]	$100.00 for each certification area
Visiting Lecturer Preliminary Certificate [Effective 1/1/2013]	$100.00 for each certification area
Emergency Preliminary Certificate	$200.00 for each certification area
Temporary Initial Certificate	$100.00 for each certification area
One year Extension to Certificate	$ 50.00
Athletic Coach Permit	$100.00
Substitute Teacher Permit	$ 50.00
Credential Review	$100.00
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

6. General Requirements for Full Certificates

The following requirements apply to all full certificates. Additional requirements that are unique to each certification area are provided in Sections 9, 10, and 11.

6.1 Competency Requirements

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 Board of Regents' approval. The Department of Education will periodically review competencies in light of changes in the profession and will publish the list of approved competencies annually.

6.1.1 Teacher Professional Competencies

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).

6.1.2 Teacher Content Competencies

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 9 of these regulations).

6.1.3 Administrator Professional Competencies

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 3.2 of these regulations).

6.1.4 Administrator Knowledge of Field Competencies

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 10 of these regulations).

6.1.5 Support Professional Knowledge of Field Competencies

Any person who is seeking certification in a support professional 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 11 of these regulations).

6.2 Assessment Requirements

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 Board of Regents' approval. The Department of Education shall maintain a current list of required assessments and passing scores.

6.2.1 Pedagogy Testing

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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 Board of Regents.

6.2.2 Content Testing

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 Board of Regents.

6.2.3 Knowledge of Field Testing

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 Board of Regents.

6.2.4 English Language Competency

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 Board of Regents.

6.2.5 Assessment Requirement Exemptions

The Department of Education may exempt certification areas from testing requirements when an appropriate assessment cannot be identified.

6.3 Field Experience Requirements

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

Applicants for teacher certification must complete a minimum of 12 weeks of student teaching and a minimum of 60 hours of field experience prior to student teaching.

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.

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

Applicants for building level administrator certification must complete an internship of at least 300 hours.

7. Initial Routes to Certification

Prospective Educators earn certification through:

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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.

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.

7.1 Eligibility for Certification by Completing a Rhode Island Approved Educator Certification Program

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 Rhode Island Program Approval Standards for educator preparation programs in the state.

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

1) Application on an official form or through electronic means provided by the Department of Education;
2) Application fee as established by the Board of Regents;
3) Official transcripts from an approved institution, as required, of all credits and degrees, issued by the registrar or other appropriate official of the institution;
4) 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;
5) Official verification from the testing agency that an applicant has achieved a passing score or satisfactory evaluation on required Rhode Island assessments;
6) An attestation by the applicant that he or she is of good moral character, including disclosure of any employment, criminal, and certification history; and
7) Additional documentation as appropriate to the type of certificate or permit requested.

7.1.1 Rhode Island Educator Preparation Program Approval Standards

The Rhode Island Education Preparation Program Approval Standards shall guide the review and approval of educator preparation programs by the Department of Education.

Rhode Island Educator Preparation Program Approval Standards

Standard One: Prospective educators recommended for licensure by Rhode Island Educator Certification Programs are proficient in the Rhode Island Professional Teacher Standards.

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

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

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

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

1.05 Validity of Assessment System: Assessment systems are aligned with educator standards and with instructional processes, use multiple assessments and various methodologies, and have expectations that are clearly communicated to prospective educators.

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

Standard Two: Prospective educators in Rhode Island Educator Certification Programs have the opportunity to acquire the knowledge, develop the dispositions, and practice the skills that are encompassed in the Rhode Island Professional Teacher Standards.

2.01 Professional and Pedagogical Studies: Prospective educators follow a well-planned scope and sequence of courses and experiences to develop the knowledge, dispositions, and skills encompassed in: the Rhode Island Professional Teacher Standards for teachers; the Rhode Island Standards for Educational Leaders for administrators; and the appropriate standards from their professional associations (e.g., International Reading Association (IRA), Council for Accreditation or Counseling and Related Educational Programs (CACREP), National Association

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of School Psychologists (NASP), Council for Exceptional Children (CEC), American Speech-Language Hearing Association (ASHA)) for support professionals.

2.02 Subject Matter Knowledge: Prospective educators develop a deep understanding of the subject matter in their area of certification.

2.03 Technology: Prospective educators develop an understanding of the role of technology in education and learn how to use technology as an instructional and administrative tool.

2.04 Additional Rhode Island Certification Requirements: Prospective educators develop any additional knowledge and or skills required by Rhode Island educational law or regulations of the Board of Regents for Elementary and Secondary Education.

2.05 Coherence: Prospective educators pursue coherent educational studies that are grounded in research and theory.

Standard Three: Prospective educators have the opportunity to develop their learning in a variety of high quality field sites with professionals who model effective educational practice, assume responsibility for educating prospective colleagues, and are committed to ongoing professional development.

3.01 Extensive Clinical Experience: Prospective educators complete purposeful and sequenced field experiences, including field experience prior to student teaching or internship periods. Through student teaching or an internship they have the opportunity to experience all aspects of teaching.

3.02 Clinical Experience in a Variety of Settings: Prospective educators complete field experiences in a variety of educational settings, including schools which serve culturally, linguistically, and economically diverse students and classrooms that serve students with a range of abilities, including students with exceptional needs.

3.03 Effective Field Sites: Prospective educators complete field experiences in settings where they have the opportunity to practice their learning in a way that is consistent with the Rhode Island Professional Teacher Standards.

3.04 Effective Cooperating Teachers and Internship Supervisors: Approved programs place prospective educators exclusively with cooperating teachers and internship supervisors whose practice is consistent with the Rhode Island Professional Teacher Standards. The cooperating teachers and internship supervisors know how to help prospective educators develop and how to evaluate prospective educators in order to make a recommendation regarding successful performance with respect to the standards.

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3.05 Recruit and Provide Professional Development for Cooperating Teachers and Internship Supervisors: Approved programs recruit cooperating teachers, internship supervisors, or mentors whose practice is consistent with the Rhode Island Professional Teacher Standards and who are committed to supporting the development of prospective educators. The programs provide professional development opportunities and other incentives to help these educators enhance their effectiveness in these roles.

3.06 College/University and School Partnerships: Approved programs establish collaborative and respectful relationships between college and university faculty and their institution and field-based educators, their schools, and their school districts that benefit both the institution of higher education and the K-12 school district for the common goal of preparing prospective educators and meeting the needs of the schools and districts.

Standard Four: Rhode Island Educator Certification Programs and their institutions demonstrate a commitment to affirming the diversity of our state, our communities, and our public schools by preparing educators who can work effectively with students, families, community members, and colleagues from diverse backgrounds to create learning communities in which all students succeed.

4.01Curriculum: Prospective educators develop the knowledge, skills, and dispositions essential to preparing them to be effective teachers of diverse students. The preparation includes a curriculum that engages all students in issues of diversity in our world and in our schools. The curriculum also expands the socio-cultural awareness of prospective educators by helping them become more aware of how their own world views are shaped by their life experiences. The curriculum helps prospective educators develop affirming attitudes towards individuals from diverse backgrounds and a commitment to making schools places where all students succeed. Throughout their preparation, prospective educators learn about diverse communities and students and learn to teach in diverse communities and classrooms. They learn to create classrooms in which instruction builds from the cultures of their students communities.

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

4.03 An Environment that Values Diversity: Colleges and universities and their educator preparation programs make issues of socio-cultural awareness, affirmation of diversity, and the preparation of culturally responsive educators central to their mission. Colleges and universities establish a campus environment that promotes and sustains a diverse community. They

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capitalize on the community's diversity to promote deeper understanding of issues of equity and diversity in our state, our communities, and our schools.

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

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

Standard Five: Rhode Island Educator Certification Programs are supported by college and university structures that provide the resources necessary to ensure quality programs; a faculty that is engaged in scholarship, demonstrates exceptional expertise in its teaching fields, and is actively involved in PK-12 schools; and coherence within and across programs. Institutions seeking Rhode Island Department of Education approval for educator preparation programs must be accredited by NEASC.

5.01 Qualified Faculty Members: The Professional education faculty is composed of individuals with exceptional expertise as teachers and scholars in their teaching fields. They exemplify the qualities of effective instruction including the proficiencies described in the Rhode Island Professional Teacher Standards.

5.02 Faculty Responsibilities and Professional Development: The professional education faculty is composed of individuals who are involved in teaching, scholarship, and service. They are involved with practice in PK-12 schools. Approved programs ensure the ongoing professional development of their faculty.

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

5.04 Professional Community: Approved programs support collaboration among higher education faculty, school personnel and other members of the professional community to prepare new educators and to improve the quality of education of children.

5.05 Coherence within and Across Programs: Approved programs ensure that coherence exists between the Rhode Island Professional Teacher Standards and student outcomes, courses, field experiences, instruction, and assessment, both within and across programs.

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Standard 6: Rhode Island Educator Preparation Programs engage in a process of regular evaluation to ensure program improvement.

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

7.2 Eligibility for Certification through Reciprocity with Other States

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 still demonstrate that they meet Rhode Island testing requirements in the areas(s) of certification and English Language Competency when the individual was prepared in an institution where the language of instruction was not English.

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

1) Application on an official form or through electronic means provided by the Department of Education;
2) Application fee as established by the Board of Regents;
3) Official transcripts from an approved institution, as required, of all credits and degrees, issued by the registrar or other appropriate official of the institution;
4) 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 ;
5) Official verification from the testing agency that an applicant has achieved a passing score or satisfactory evaluation on required Rhode Island assessments;
6) An attestation by the applicant that he or she is of good moral character, including disclosure of any employment, criminal, and certification history; and
7) Additional documentation, as appropriate to the type of certificate or permit requested.

7.3 Credential Review

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

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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.

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:

1) Application on an official form or through electronic means provided by the Department of Education;
2) Application fee as established by the Board of Regents;
3) 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;
4) A bachelor's degree for all teachers, an advanced degree for all administrators except School Business Administrator, or an advanced degree for all support professionals
5) Evidence of performance consistent with the competencies, assessment and field experiences required of all certificates as described in Section 6 of these regulations;
    a. Note: The 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.
6) Official verification from the testing agency that an applicant has achieved a passing score or satisfactory evaluation on required Rhode Island assessments;
7) An attestation by the applicant that he or she is of good moral character, including disclosure of any employment, criminal, and certification history; and
8) Additional documentation, as appropriate to the type of certificate or permit requested.

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

1) Application on an official form or through electronic means provided by the Department of Education;
2) Application fee as established by the Board of Regents;
3) Official transcripts from an approved institution, as required, of all credits and degrees, issued by the registrar or other appropriate official of the institution;
4) An advanced degree;
5) Evidence of significant leadership experience in organizations other than schools, including:
    a. 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;
    b. 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

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

6) Official verification from the testing agency that an applicant has achieved a passing score or satisfactory evaluation on required Rhode Island assessments;
7) An attestation by the applicant that he or she is of good moral character, including disclosure of any employment, criminal, and certification history;
8) Additional documentation, as appropriate to the type of certificate or permit requested.

8. Types of Certificates

8.1 Full Certificates

Full certification is awarded to candidates 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. 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 after providing evidence of successful practice through a state approved local educator evaluation system while working under an Initial Educator Certificate. The Advanced Educator certificate is issued to an individual after providing evidence of highly effective practice through a state approved local educator evaluation system while working under a Professional Educator Certificate.

All full certificates share a common expiration date. The Commissioner of Education shall recommend for Board of Regents' approval a common expiration date. Educators with certification in more than one area shall be assigned a common expiration year for all certificates.

8.1.1 Initial Educator Certificate

1) The first full certificate issued to an applicant is an Initial Educator Certificate
   a) Duration
      i) The Initial Educator Certificate is valid for three years.
   b) Conditions for Issuance
      i) The applicant meets the degree requirements for the certification area with a degree from a regionally accredited approved institution;
      ii) The applicant is eligible for certification through the completion of a Rhode Island Approved Educator Preparation Program, reciprocity, or credential review;
      iii) The applicant meets all competency and assessment requirements; and

iv) The applicant meets any additional certification area requirements as specified in Sections 9, 10, and 11 of these regulations.

c) Conditions for Renewal

i) 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 will be renewed as a five-year Professional Educator Certificate.

(1) If the applicant was employed for 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.

d) Non-renewal based on performance

i) 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, that teaching area certification and any other teaching area certification that requires the applicant to hold that 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 a support professional area is not renewed based on performance for a specific support professional area, certification in that specific support professional area will not be renewed.

(3) 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.

8.1.2 Professional Educator Certificate

1) The second level of full certificate issued to an applicant who meets the following criteria is a Professional Educator Certificate

a) Duration

i) The Professional Educator Certificate is valid for five years.

b) Conditions for Issuance
   i) The applicant holds an Initial Educator Certificate;
   ii) 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;

c) Conditions for Renewal
   i) If the applicant was employed for five years, received five 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 Professional Educator Certificate will be renewed as a five-year Professional Educator Certificate. If the applicant demonstrates highly effective practice by providing evidence of at least four ratings of Highly Effective on the state approved local educator evaluation with no rating below Effective, the Professional Educator Certificate will be renewed as a seven-year Advanced Educator Certificate.
      (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.
      (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.

d) Non-renewal based on performance
   i) 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 an Initial Educator Certificate in a teaching area is not renewed based on performance for a specific teaching area, that teaching area certification and any other teaching area certification that requires the applicant to hold that 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.

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

8.1.3 Advanced Educator Certificate

1) The third level of full certificate issued to an applicant who meets the following criteria is an Advanced Educator Certificate.
   a) Duration
      i) The Advanced Educator Certificate is valid for seven years.
   b) Conditions for Issuance
      i) The applicant holds a Professional Educator Certificate;
      ii) 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 at least four ratings of Highly Effective on the state approved local educator evaluation with no rating below Effective
   c) Conditions for Renewal
      i) If the applicant was employed for seven years, received seven 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 Advanced Educator Certificate will be renewed as a five-year Professional Educator Certificate. If the applicant demonstrates highly effective practice by providing evidence of at least five ratings of Highly Effective on the state approved local educator evaluation with no rating below Effective, the Advanced Educator Certificate will be renewed as a seven-year Advanced Educator Certificate.
         (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.
         (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.
   d) Non-renewal based on performance
      i) 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 Initial Educator Certificate in a teaching area is not renewed based on performance for a specific teaching area, that teaching area certification and any other teaching area certification that requires the applicant to hold that 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

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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, certification in that specific support professional area will not be renewed.

8.2 Preliminary Certificates [Effective 01/01/2015]

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; Temporary Initial Educator Preliminary Certificate, and Visiting Lecturer Preliminary Certificate.

All preliminary certificates will be issued for one year and share a common expiration date of July 31.

Educators may not be assigned to positions out of their certification areas. When employing agencies are unable to find qualified personnel, preliminary certificates, especially Alternate Route Preliminary Certificates, Career and Technical Education Preliminary Certificates, Expert Residency Preliminary Certificates, and Temporary Initial Educator Preliminary Certificates provide a basis for identifying the most qualified personnel for these vacancies.

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

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.

8.2.1 Alternate Route Preliminary Certificate

The Alternate Route Preliminary Certificate is issued to individuals who are enrolled in an approved Rhode Island Alternate Route Program (see standards in section 8.2.2.1) and who have been offered employment by a Rhode Island School district.

a) Duration
   i) The Alternate Route Preliminary Certificate is valid for one year.
b) Conditions for Issuance

i) 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;
ii) The applicant for a certificate in a teaching area has passed all subject matter testing requirements;
iii) The applicant for a certificate in an administrative or support professional area has passed all knowledge of field assessment requirements;
iv) The applicant is enrolled in a Rhode Island approved educator preparation program;
v) The applicant has successfully completed a pre-service field experience as part of preparation;
vi) An employing agency has offered the applicant employment and the preparation program and the agency jointly request the certificate; and
vii) The certificate is valid only for the employing agency of the assignment.

c) Conditions for Renewal
   i) The preparation program and the employing agency recommend renewal based on the educator's performance in the assignment and progress in the preparation program.
   ii) The Alternate Route Preliminary Certificate can be renewed one time.

d) Certification Areas
   i) All teacher, administrator, and support professional areas are included.

8.2.1.1 Rhode Island Alternate Route Program Standards

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.

Board of Regents Standards for Alternative Route to Certification Programs

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:

Meet the demand for qualified teachers in high need certification areas

Recruit teachers to staff schools in high need local education agencies (LEAs)

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

Provide rigorous, high quality preparation through an expedited track to certification

Attract highly motivated individuals who bring subject matter expertise to the profession

Definitions –

1. 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.

2. Teacher of record –

i. Teachers that are responsible for content instruction and determining student grades, or

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

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

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.

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.

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.

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

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:

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

2. Include rigorous admission criteria that include:

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i. 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;

ii. 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;

iii. other admission criteria identified by the program to meet Rhode Island Program Approval standards

3. 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.

4. Include an on-going curriculum during the school year through seminars or courses.

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

6. 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 Board of Regents' 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.

Certification –

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.

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.

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.

8.2.2 Career and Technical Education Preliminary Certificate

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 available.

a) Duration
   i) The Career and Technical Education Preliminary Certificate is valid for one year.
b) Conditions for Issuance
   i) The applicant holds a high school diploma or a high school equivalency diploma;
   ii) The applicant has five years of work experience in the specific career and technical area
   iii) The applicant has passed a written and practical exam in the career and technical area, when available
   iv) If applicable, holds a valid occupational license/certification in the career and technical area issued by the appropriate Rhode Island governing body;
c) Conditions for Renewal
   i) The applicant is enrolled in a preparation program prior to first renewal and must demonstrate progress in the preparation program at subsequent renewals.
   ii) The preparation program and the employing agency recommend renewal based on the educator's performance in the job and progress in the program.
   iii) The Career and Technical Education Preliminary Certificate can be renewed up to six times.
d) Certification Areas
   i) All Secondary Grades Career and Technical Education areas are included.

8.2.3 Emergency Preliminary Certificate

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.

a) Duration
   i) The Emergency Route Preliminary Certificate is valid for one year.
b) Conditions for Issuance
   i) 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;
   ii) 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

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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;

iii) 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;

iv) 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

v) The certificate is valid only in the requesting agency.

c) Conditions for Renewal

i) For teaching areas the applicant has passed the subject matter test prior to first renewal.

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

iii) 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.

iv) 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.

v) 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.

d) Certification Areas

i) All teacher, administrator, and support professional areas are included.

e) Additional Requirements

i) 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.

8.2.4 Expert Residency Preliminary Certificate

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.

a) Duration

i) The Expert Residency Preliminary Certificate is valid for one year.

b) Conditions for Issuance
   i) 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;
   ii) The applicant has passed all subject matter assessment requirements in teaching certification areas;
   iii) The applicant has passed all knowledge of field assessment requirements in administrative certification areas; and
   iv) The applicant has provided evidence of meeting any other preparation required for specific certification areas (see Additional Requirements below).

c) Conditions for Renewal
   i) 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.
   ii) 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.
   iii) The Expert Residency Preliminary Certificate can be renewed up to three times.

d) Certification Areas
   i) All teacher areas, all administrator areas, and specialist/consultant areas of support professional certification areas are included.

e) Additional Requirements
   i) 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.
   ii) 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.
   iii) 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.
   iv) 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.
   v) An applicant for an Expert Residency Preliminary Certificate in Bilingual and Dual Language Education holds a general education certificate for Early Childhood, Elementary Education,

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vi) 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.

vii) 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.

viii) 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.

ix) 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.

x) 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.

xi) 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.

xii) 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.

xiii) 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.

xiv) 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.

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8.2.5 Temporary Initial Educator Preliminary Certificate

A Temporary Initial Educator Preliminary Certificate is issued to an individual who has completed a 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 the English Language Competency test when applicable.

a) Duration
   i) The Temporary Initial Educator Preliminary Certificate is valid for one year.
b) Conditions for Issuance
   i) The Department may issue a Temporary Initial Educator Preliminary Certificate if an applicant 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.
   ii) 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.
   iii) 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.
c) Conditions for Renewal
   i) This certificate is not renewable.

8.2.6 Visiting Lecturer Preliminary Certificate

The Visiting Lecturer Preliminary Certificate is issued at the request of an employing agency to individuals with unique qualifications who can supplement district educational requirements.

a) Duration
   i) The Visiting Lecturer Preliminary Certificate is valid for one year.
b) Conditions for Issuance
   i) The applicant holds unique qualifications that supplement school and district programs;
   ii) An employing agency has offered the applicant employment;
   iii) 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
   iv) The certificate is valid only in the requesting agency.
c) Conditions for Renewal
   i) The employing agency recommends renewal based on the educator's performance.
   ii) The certificate can be renewed annually.

d) Certification Areas
   i) All Secondary Grade and All Grade teacher certification areas are included.

9. Teacher Certificate Areas

Teacher certification is offered in subject matter areas and for limited grade ranges that qualify the teacher for specific assignments in Rhode Island public schools. Certification in 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 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 student teaching and passing scores on pedagogy and subject matter testing required for the certification area.

9.1 Early Childhood Teacher Certificates

Early Childhood Education Teacher, Early Childhood Special Education Teacher, Early Childhood Bilingual and Dual Language Education Teacher, Early Childhood English as a Second Language Teacher

9.1.1 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 12 weeks of student teaching in this certification area and a minimum of 60 hours field experience prior to student teaching;
   d) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
   e) Has demonstrated content competencies as prescribed by the National Association for the Education of Young Children (NAEYC);
   f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.1.2 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;

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d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
g) Has demonstrated content competencies as prescribed by the Council for Exceptional Children (CEC); and
h) Has met all pedagogy and subject matter testing requirements for this certification area.

9.1.3 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 competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL);
   g) Has met all pedagogy and subject matter testing requirements for this certification area; and
   h) Has demonstrated proficiency in the second language of instruction.

9.1.4 Early Childhood English as a Second Language Education 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.
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 competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL); and
   g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.2 Elementary Teacher Certificates

Elementary Education Teacher, Elementary Special Education Teacher, Elementary Bilingual and Dual Language Education Teacher, Elementary English as a Second Language Teacher

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9.2.1 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
   d) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
   e) Has demonstrated content competencies as prescribed by the Association for Childhood Education International (ACEI) and content specific standards(NCTE, NCTM, NSTA, NCSS); and
   f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.2.2 Elementary Special Education Teacher, Grades 1-6

1) Validity of Certificate:
   a) This certificate is valid for assignment as an Elementary Special Education Teacher in Grades 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
   e) Has demonstrated content competencies as prescribed by the Council for Exceptional Children(CEC); and
   f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.2.3 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 competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL);
   f) Has met all pedagogy and subject matter testing requirements for this certification area; and
   g) Has demonstrated proficiency in the second language of instruction.

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9.2.4 Elementary English 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.
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 competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL); and
   f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.3 Middle Grades Teacher Certificates

Middle Grades English Teacher, Middle Grades Mathematics Teacher, Middle Grades Science Teacher, Middle Grades Social Studies Teacher, Middle Grades Special Education Teacher, Middle Grades Bilingual and Dual Language Education Teacher, Middle Grades English as a Second Language Teacher

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.

9.3.1 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:

   Option One: Middle Grades English Teacher Certification
   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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
   d) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
   e) Has demonstrated content competencies as prescribed by the National Council of Teachers of English (NCTE); and
   f) Has met all pedagogy and subject matter testing requirements for this certification area.

   Option Two: Middle Grades English Teacher Certification as an extension of an Elementary Education Certificate
   a) Has completed an approved program in this certification area;

b) Holds a bachelor's degree from an approved institution;
c) Holds certification in Elementary Education;
d) Has completed a minimum of 45 hours of practicum in this certification area;
e) Has demonstrated content competencies as prescribed by the National Council of Teachers of English (NCTE) with a minimum of 21 semester hours of coursework in English; and
f) Has met all subject matter testing requirements for this certification area.

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

a) Has completed an approved program in this certification area;
b) Holds a bachelor's degree from a regionally accredited institution;
c) Holds certification in Secondary Grades English; and
d) Has completed a minimum of 45 hours of practicum in this certification area.

9.3.2 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:

   Option One: Middle Grades Mathematics Teacher Certification

   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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
   d) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
   e) Has demonstrated content competencies as prescribed by the National Council for Teachers of Mathematics (NCTM); and
   f) Has met all pedagogy and subject matter testing requirements for this certification area.

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

   a) Has completed an approved program in this certification area;
   b) Holds a bachelor's degree from an approved institution;
   c) Holds certification in Elementary Education;
   d) Has completed a minimum of 45 hours of practicum in this certification area;
   e) Has demonstrated content competencies as prescribed by the National Council for Teachers of Mathematics (NCTM) with a minimum of 21 semester hours of coursework in mathematics; and
   f) Has met all subject matter testing requirements for this certification area.

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

a) Has completed an approved program in this certification area;
b) Holds a bachelor's degree from a regionally accredited institution;
c) Holds certification in Secondary Grades Mathematics; and
d) Has completed a minimum of 45 hours of practicum in this certification area.

9.3.3 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:

Option One: Middle Grades Science Teacher Certification

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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
d) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
e) Has demonstrated content competencies as prescribed by the National Science Teachers Association (NSTA); and
f) Has met all pedagogy and subject matter testing requirements for this certification area.

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

a) Has completed an approved program in this certification area;
b) Holds a bachelor's degree from a regionally accredited institution;
c) Holds certification in Elementary Education;
d) Has completed a minimum of 45 hours of practicum in this certification area;
e) Has demonstrated content competencies as prescribed by the National Science Teachers Association with a minimum of 21 semester hours of coursework in Science; and
f) Has met all subject matter testing requirements for this certification area.

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

a) Has completed an approved program in this certification area;
b) Holds a bachelor's degree from a regionally accredited institution;
c) Holds certification in Secondary Grades Biology, Chemistry, General Science, or Physics; and
d) Has completed a minimum of 45 hours of practicum in this certification area.

9.3.4 Middle Grades Social Studies Teacher, Grades 5-8

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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:

   Option One: Middle Grades Social Studies Teacher Certification
   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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
   d) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
   e) Has demonstrated content competencies as prescribed by the National Council for the Social Studies(NCSS); and
   f) Has met all pedagogy and subject matter testing requirements for this certification area.

   Option Two: Middle Grades Social Studies Teacher Certification as an extension of an Elementary Education Certificate
   a) Has completed an approved program in this certification area;
   b) Holds a bachelor's degree from an approved institution
   c) Holds certification in Elementary Education;
   d) Has completed a minimum of 45 hours of practicum in this certification area;
   g) Has demonstrated content competencies as prescribed by the National Council for the Social Studies(NCSS) with a minimum of 21 semester hours of coursework in Social Studies; and
   e) Has met all subject matter testing requirements for this certification area.

   Option Three: Middle Grades Social Studies Certification as an extension of a Secondary Grades Social Studies Teacher
   a) Has completed an approved program in this certification area;
   b) Holds a bachelor's degree from an approved institution;
   c) Holds certification in Secondary Grades Social Studies; and
   d) Has completed a minimum of 45 hours of practicum in this certification area.

9.3.5 Middle Grades Special Education Teacher, Grades 5-8

1) Validity of Certificate:
   a) This certificate is valid for assignment as a Middle Grades Special Education Teacher in Grades 5-8 in Rhode Island Public Schools.
      i) 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.
      ii) 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
   e) Has demonstrated content competencies as prescribed by the Council for Exceptional Children (CEC); and
   f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.3.6 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.
      i) 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.
      ii) 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 competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL);
   f) Has met all pedagogy and subject matter testing requirements for this certification area; and
   g) Has demonstrated proficiency in the second language of instruction.

9.3.7 Middle Grades English as a Second Language Education Teacher, Grades 5-8

1) Validity of Certificate:
      i) 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.
      ii) 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.

iii) 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 competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL); and
   f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4 Secondary Grades Teacher Certificates

Secondary Grades Agriculture Teacher, Secondary Grades Biology Teacher, Secondary Grades Business Education Teacher, Secondary Grades Career and Technical Education, Secondary Grades Chemistry Teacher, Secondary Grades English Teacher, Secondary Grades General Science Teacher, Secondary Grades Mathematics Teacher, Secondary Grades Physics Teacher, Secondary Grades Social Studies Teacher, Secondary Grades Special Education Teacher, Secondary Grades Bilingual and Dual Language Education Teacher, Secondary Grades English as a Second Language Teacher

9.4.1 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 American Association for Agricultural Education (AAAE); and
   g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.2 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 National Science Teachers Association (NSTA); and
   g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.3 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 National Business Education Association (NBEA); and
   g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.4 Secondary Grades Career and Technical Education Teacher, Grades 7-12

1) Validity of Certificate:
   a) This certificate is valid for assignment as a Secondary Grades Career and Technical Education Teacher in Grades 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 a bachelor's degree from a regionally accredited institution;

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d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 association for the specific career and technical area, when available;
g) Has five years of work experience in the specific career and technical area; and
h) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.5 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 National Science Teachers Association (NSTA); and
   g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.6 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 National Council of Teachers of English (NCTE); and
   g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.7 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:
   Option One
   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 General Science or a closely related field;
   d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
   e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
   h) Has demonstrated content competencies as prescribed by the National Science Teachers Association (NSTA); and
   f) Has met all pedagogy and subject matter testing requirements for this certification area.
   Option Two
   a) Hold certification in any other two of the other three secondary grades science areas (Biology, Chemistry, Physics) as directed by Statute 16-11-3.

9.4.8 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 National Council for Teachers of Mathematics (NCTM); and
   g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.9 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
i) Has demonstrated content competencies as prescribed by the National Science Teachers Association (NSTA); and
f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.10 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 National Council for the Social Studies (NCSS); and
   g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.11 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, 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
   e) Has demonstrated content competencies as prescribed by the Council for Exceptional Children (CEC); and
   f) Has met all pedagogy and subject matter testing requirements for this certification area.

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9.4.12 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 competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL);
   f) Has met all pedagogy and subject matter testing requirements for this certification area; and
   g) Has demonstrated proficiency in the second language of instruction.

9.4.13 Secondary Grades English 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.
2) Requirements:
   a) Holds certification in Middle Grades Agriculture, Biology, Business Education, Chemistry, English, General Science, Mathematics, Physics or Social Studies;
   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 45 hours of practicum in this area;
   d) Has demonstrated content competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL); and
   e) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5 All Grades Teacher Certificates

All Grades Adapted Physical Education Teacher, All Grades Art Teacher, All Grades Dance Education Teacher, All Grades Family and Consumer Science Teacher, All Grades Health Teacher, All Grades Library Media Teacher, All Grades Music Teacher, All Grades Physical Education Teacher, All Grades School Nurse Teacher, All Grades Technology Education Teacher, All Grades Theatre Teacher, All Grades World Language Teacher, Special Education – Deaf and Hard of Hearing Teacher, Special Education – Visually Impaired Teacher, Special Education- Severe and Intellectual Disability Teacher, All Grades Bilingual and Dual Language Education Teacher, All Grades English as a Second Language Teacher

9.5.1 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 45 hours of practicum;
   e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
   a) Has demonstrated content competencies as prescribed by the National Association for Sport and Physical Education (NASPE); and
   f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.2 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 National Art Education Association (NAEA); and
   g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.3 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 National Dance Association (NDA); and

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

9.5.4 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 American Association of Family and Consumer Sciences (AAFCS); and
   g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.5 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 American Association for Health Education (AAHE); and
   g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.6 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;

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c) Has completed a major or the equivalent in Library Media or a closely related field;
d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 American Library Association (ALA); and
g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.7 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 National Association for Music Education (NAfME); and
   g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.8 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 National Association for Sport and Physical Education (NASPE); and
   g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.9 All Grades School Nurse Teacher, Grades PK-12

1) Validity of Certificate:
   a) This certificate is valid for assignment as an All Grades School Nurse Teacher and as a Health Teacher in Grades PK-12 in Rhode Island Public Schools.
2) Requirements:
   a) Has completed an approved program in this certification area;
   b) Holds a bachelor's degree from a regionally accredited institution;
   c) Has completed a professional nursing program;
   d) Has three years of documented experience as a professional nurse;
   e) Has a current Rhode Island Nursing License;
   f) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
   g) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
   h) Has demonstrated content competencies as prescribed by the American Nurses Association (ANA); and
   i) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.10 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 International Technology and Engineering Educators Association (ITEEA); and
   g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.11 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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 Educational Theatre Association (EDTA); and
g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.12 All Grades World Language Teacher, Grades PK-12

1) Validity of Certificate:
   a) This certificate is valid for assignment as an All Grades World Language Teacher in a specific language in Grades PK-12 in Rhode Island Public Schools.
2) Requirements:
   a) Has completed an approved program in this certification area;
   b) Holds a bachelor's degree from a regionally accredited institution;
   c) Has completed a major or the equivalent in a specific World Language or a closely related field;
   d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 American Council for the Teaching of Foreign Languages (ACTFL); and
   g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.13 All Grades Special Education - Deaf and Hard of Hearing Teacher

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);
   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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 Council for Exceptional Children (CEC);
   g) Has demonstrated competency in American sign language; and
   h) Has met all pedagogy and subject matter testing requirements for this certification area.

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9.5.14 All Grades Special Education – Visually Impaired Teacher

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);
   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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 Council for Exceptional Children (CEC);
   g) Has demonstrated competency in reading and writing Braille; and
   h) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.15 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);
   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 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to 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 Council for Exceptional Children (CEC);
   g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.16 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.

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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 competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL);
   f) Has met all pedagogy and subject matter testing requirements for this certification area; and
   g) Has demonstrated proficiency in the second language of instruction.

9.5.17 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.
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 competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL); and
   f) Has met all pedagogy and subject matter testing requirements for this certification area.

10. Administrator Certificate Areas

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.

10.1 Building Level Administrator Certificates

10.1.1 Building Level Administrator

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 competencies as prescribed by the National Policy Board for Educational Administration (NPBEA); and
g) Has met all knowledge of field testing requirements for this certification area.

10.2 District Level Administrator Certificates

10.2.1 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 competencies as prescribed by the National Policy Board for Educational Administration (NPBEA); and
   f) Has met all knowledge of field testing requirements for this certification area.

10.2.2 District Level Administrator-Special Education

1) Validity of Certificate:
   a) This certificate is valid for assignment as a District Level Administrator-Special Education in Grades PK-12 in Rhode Island Public Schools.
2) Requirements:
   a) 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 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 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

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

10.2.3 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;
   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).

10.2.4 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;
   f) Has demonstrated content competencies as prescribed by the National Policy Board for Educational Administration(NPBEA); and
   e) Has met all knowledge of field testing requirements for this certification area.

11. Support Professional Certificate Areas

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.

11.1 Instructional Certificates

11.1.1 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 Teacher Leadership Exploratory Consortium

11.2 Related Service Providers

11.2.1 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 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.

11.2.2 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 National Association of School Psychologists (NASP); and
   d) Has met all knowledge of field testing requirements for this certification area.

11.2.3 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.

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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 National Association of Social Workers; and
   e) Has met all knowledge of field testing requirements for this certification area.

11.2.4 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 American Speech-Language-Hearing Association (ASHA); and
   d) Has met all knowledge of field testing requirements for this certification area.

11.3 Specialists/Consultants

11.3.1 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 Teachers of English to Speakers of Other Languages (TESOL); and
   g) Has met all knowledge of field testing requirements for this certification area

11.3.2 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:

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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 Association of Mathematics Teacher Educators (AMTE) for an Elementary Specialist; and
g) Has met all knowledge of field testing requirements for this certification area.

11.3.3 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 International Reading Association (IRA); and
   g) Has met all knowledge of field testing requirements for this certification area.

12. Permits

Permits, not certificates, are issued for Athletic Coaches and Substitute Teachers.

12.1 Athletic Coach Permit

An athletic coaching permit is issued as a general permit for all athletic program coaches.

1) Validity of Permit:
   a) This permit is valid to serve as an athletic coach in Rhode Island Public Schools.
2) Duration:
   a) The Athletic Coach permit is issued for five years.
3) Conditions for issuance:
   a) The applicant has successfully completed the minimum of the following courses within three years prior to the application for the permit:
      i) a Red Cross First Aid and Cardio Pulmonary Resuscitation (CPR) course or comparable course approved by the Department of Education; and
      ii) a Fundamentals of Coaching course.
4) Conditions for renewal:

a) Evidence of a currently valid Red Cross first aid/CPR card and completion of a course approved by the Rhode Island Interscholastic League.

12.2 Substitute Teacher Permit

1) Validity of Permit:
   a) This permit is valid to serve as a day-to-day substitute teacher in Rhode Island public schools. It is valid only for teaching areas, not administrative and support professional areas.
2) Duration:
   a) This permit is valid for one year.
3) Conditions for Issuance:
   a) The applicant has a bachelor's degree (see additional requirements for specific areas listed below)
4) Conditions for Renewal
   a) None
5) Additional Requirements
   a) Substitutes for School Nurse Teacher must hold a license as a Registered Nurse.

13. Adding New Certificate Areas

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 the required subject matter competencies in the new area with a minimum of 24 hours of coursework and a passing score on the subject matter examination.

Teachers who hold All Grades certification in one World Language can add certification in another World Language by demonstrating the required competency in the new area with a minimum of 24 hours of coursework and a passing score on the subject matter examination in the new field.

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 approved educator preparation program, the Department of Education will review an applicant's preparation and readiness for certification through the credential review process.

14. Reinstatement

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.

14.1 Reinstatement for Certificate Expiration

An educator who has met all requirements for certificate renewal but did not renew the certificate prior to its expiration date is eligible to reinstate the certificate for up to five years from the expiration date subject to any changes in regulations that occurred between the expiration of the certificate and the date of reinstatement.

If more than five years have elapsed since the expiration of the certificate, 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.

Requirements for reinstatement:

- Complete a reinstatement application;
- Submit all documentation necessary to demonstrate conditions for reinstatement have been met; and
- Submit a reinstatement form and the appropriate renewal fees.

14.2 Reinstatement of Performance-related Non-renewed Certifications

An educator whose certificate was non-renewed for performance reasons may request reinstatement of the certificate by providing evidence of meeting the requirements for reinstatement for performance-related non-renewed certificates for up to five years after the non-renewal.

Requirements for reinstatement:

- Complete a reinstatement application;
- Submit a reinstatement fee and appropriate certification fees;
- Submit evidence of retraining consistent with the performance-related concerns;
- Submit evidence of successful supervised practice; and
- Submit attestation of recommendation for reinstatement by the Certification Policy Advisory Board.

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

15. Appeals

All decisions regarding certification under these regulations may be appealed to the Director of the Office of Educator Quality and Certification. 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.

16. Ongoing Review of Certification Regulations

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 Board of Regents to assure that the certification regulations remain current and continue to respond to the changing needs of Rhode Island schools and school districts.

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STATE OF RHODE ISLAND
REGULATIONS
of the
BOARD OF REGENTS FOR ELEMENTARY AND SECONDARY EDUCATION

Attachment 1

SUMMARY OF NON-TECHNICAL DIFFERENCES BETWEEN PROPOSED AND EXISTING CERTIFICATION REGULATIONS

Chapter 1: Purpose

This section describes the purpose and objectives of the regulations and how they will be implemented.

Chapter 2: Definitions

This section defines certification terms as they are used in the revised regulations.

Chapter 3: Rhode Island Professional Educator Standards

This section contains the Rhode Island professional education Standards (Rhode Island Professional Teaching Standards, Rhode Island Standards for Educational Leadership, and the Rhode Island Code of Professional Responsibility) that guide the preparation and certification of Rhode Island educators. These standards have previously been adopted by the Board of Regents.

Chapter 4: Requirement for Certification

This section describes the requirements for educator certification in Rhode Island and the responsibilities of employing options. The section cites statutory requirement for educator certification and notes the Board of Regents' regulation for individuals to demonstrate English language competency, where required. The section also details the requirements for employing agencies to report educators' performance status and assignments to the Department of Education, to use evaluation systems approved by the Department of Education, to report the results of evaluations to the Department of Education, and to report performance-based and fitness-related dismissals of educators to the Department of Education.

Chapter 5: Applications and Fees

This section describes the application for certification process and associated fees for individual certifications that are contained in these regulations.

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Chapter 6: General Requirements for Full Certificates

This section describes the general requirements for full certification in Rhode Island. Professional competencies replace required coursework as the basis for educator preparation and certification. The Department of Education will review professional competencies and publish annual updated lists of competencies to be approved by the Board of Regents. Subject matter testing for all secondary grades and all-grades certificates is required. Knowledge of field testing for most administrative and all support professional certification areas is added. Testing is required of educators prepared in-state and those who were prepared or certified in other states who seek Rhode Island certification by reciprocity or credential review. Revised requirements for field experience are also detailed in this section. A passing score on the English Language Competency assessment is required for individuals enrolled at institutions in which the language of instruction was not English.

Chapter 7: Initial Routes to Certification

This section describes three routes to initial certification in Rhode Island - completion of an approved program, reciprocity, and credential review. The transcript analysis route to certification is eliminated as of 01/01/2015. A credential review process is established for certification areas in which there is no approved Rhode Island preparation program, and for certification as a superintendent of schools. Individuals seeking Rhode Island certification by reciprocity are subject to Rhode Island testing requirements. The Rhode Island Program Approval standards are the standards that are used to evaluate approved programs and these standards incorporate the Rhode Island Professional Teaching Standards, the Rhode Island Standards for Educational Leaders, and appropriate standards from professional associations for support professionals.

Chapter 8: Types of Certificates

This section describes the three-tier system of certification that is established for full certification in Rhode Island – Initial Educator, Professional Educator, and Advanced Educator certificates. The three-tier system replaces the current system of transitional and professional certificates. Certification renewal requirements and progression between the Initial, Professional, and Advanced Educator Certificates are based on local evaluation for active educators. One-year extensions of certifications are available as part of this process for individuals who are inactive for part of their certification period. Conditions are also established for the non-renewal of certifications for performance reasons. Testing requirements for subject matter and/or knowledge of field are added for all certification areas. The section also details several new Preliminary Certificates for individuals who do not meet requirements for full certification but meet specified competency levels to attain a Preliminary certificate as an educator while meeting full certification requirements.

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Chapter 9: Teacher Certificate Areas

This section describes the titles and grade ranges for teacher certification areas contained in the regulations. The certification requirements for each teacher certification area are revised, including those pertaining to degrees, competencies, testing, and field experience. Exemptions to the requirement for a middle school endorsement are eliminated. Specific special education certification for service as a diagnostic prescriptive teacher is eliminated.

Chapter 10: Administrator Certificate Areas

This section describes the titles and grade ranges for administrator certification areas contained in the regulations. The certification requirements for each administrator certification area are revised, including those pertaining to degrees, competencies, testing, and field experience.

Chapter 11: Support Professional Certificate Areas

This section describes the titles and grade ranges for support professional certification areas contained in the regulations. The certification requirements for each support professional certification area are revised, including those pertaining to degrees, competencies, testing, and field experience.

Chapter 12: Permits

This section describes permits that are included in the certification regulations – Athletic Coach and Substitute Teacher Permit. The Driver's Education permit is eliminated. The athletic coach permit is 5 years in duration. It can be renewed by completing a course approved by the Rhode Island Interscholastic League.

Chapter 13: Adding New Certificate Areas

This section describes the process for adding certificates in the areas of secondary education, science, and world languages. The section also describes how educators in other certificate areas can add additional certificates by completing approved programs to demonstrate meeting Initial Educator Certification professional competencies. The credential review process is used in areas in which approved preparation programs do not exist to add additional certificate areas.

Chapter 14: Reinstatement

This section describes the reinstatement process for educators whose certificates expired within 5 years of application for reinstatement. An educator cannot reinstate a certificate if it has been expired for more than 5 years. In such cases, the educator must reapply for and meet the requirements for an initial certificate, including all competency and assessment requirements. This section also provides a means by which a certificate which was not renewed for performance reasons may be reinstated.

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Chapter 15: Appeals

This section describes the process of appealing a certification determination. There are no changes to this process.

Chapter 16: Ongoing Review of Certification Regulations

This section describes the Department of Education's duty to review certification regulations and make recommendations to the Board of Regents for necessary revisions.

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