



CREDENTIAL REVIEW PATHWAY
ENTRANCE/EXIT ASSESSMENT DOCUMENT

This Assessment MUST be Completed and Submitted with the Application

Purpose: The Entrance/Exit Assessment Document is created for both the credential review candidate and Roger Williams University- CU.

Directions for Candidate: Complete the document to present evidence demonstrating how you have met each of the professional competencies contained in the RIPTS Standards. Credential Review Consortium members expect applicants to demonstrate proficiency in both knowledge and demonstration of each competency. Keep in mind that your assessment is based on the following question “*Has the candidate demonstrated a sufficient level of competency?*”.

Directions for CRCI Reviewers: Mark “met” for a competency only if the applicant has demonstrated **sufficient evidence** of knowledge of all parts of the competency at entrance.

Background Information (Candidate)

Applicant Name					
Certification Area					
Previous Certifications	<i>(Please include certification area, grade level, state license was issued, and expiration date)</i>				
Education	Institution	Degree (Bachelors, Masters, PhD, Other)	Conferral Date	Major(s)	GPA
PK-12 Teaching Experience	Name of District/School	Type (Charter, District, Private)	District/School Contact Information	Position Held and Grade Level of Position	Dates of Employment

Clinical Experience (Practicum or Student Teaching/Internship)	Name of Ed Prep Institution	Location of Practicum/Student Teaching/Internship	Dates of Practicum/Student Teaching /Internship	Cert Area and Grade Level
Previously completed Certification Exams*	Name of Exam		Date Completed	Score

*For more information on RI certification assessment, see:

RI Certification Assessment

TEACHER APPLICANTS: You will be completing TWO competency charts- the first focuses on PEDAGOGICAL competencies, and the second focuses on CONTENT and would include evidence of your competency in your particular CTE area.

Teacher Applicants: Pedagogical Competencies

Please reference the Rhode Island Professional Teaching Standards and the National Board Professional Teaching Standards-CTE to ensure that your **rationale and evidence** for the decision speak to the full complexity of the standard encompassed within each sub-indicator. Your rationale for each piece of evidence needs to **clearly connect the artifact to the standard/s and sub-indicators**. You will discuss **WHY** you selected the pieces of evidence and **HOW** they indicate your competency in the standard/sub-indicator. Remember that each artifact serves as one example of a time you met the sub-indicator, and that you need to include as much evidence as possible to prove competency. Keep in mind that your assessment is based on the following question **“Has the candidate demonstrated a SUFFICIENT level of competency?”**

Evidence that can be submitted for analysis includes:

- **Official transcripts of courses- credits will be accepted for courses from a regionally accredited school with a “C” or above and/or a “Pass” within a Pass/Fail system. Foreign credential will also be accepted and will follow current RIDE policies for foreign credentials**
- **Ratings from supervised field experiences**
- **Letters of Recommendation from Supervisors**
- **Videos of instruction in the standards**
- **Evaluations from school/district supervisors**
- **Sample lesson plans/unit plans/curriculum documents**
- **Sample plans for work-based learning projects that align with CTE content area**
- **Pedagogical and/or content exams**
- **Student Learning Objectives (SLOs)**
- **Sample data-driven instruction documents**
- **Professional development plans/activities**

Following the submission of the entrance assessment, RWU-UC will provide the Candidate with a differentiated Plan of Study/demonstration outlining key learning opportunities that the Candidate must engage in to complete all requirements for certification. The Plan of Study may include coursework as well as field experiences designed to meet the individual needs of the Candidate as well as certification requirements.

Exemplar of evidence source and rationale: Writing a strong and descriptive rationale for each evidence source you include will illustrate to the reviewer the depth and breadth of your understanding of the standard and where you are in meeting the competency. It is the responsibility of the Candidate to make the case that the evidence meets the competency. Be sure to include evidence for the standards in the three clusters (Instruction, Environment and Professionalism), and identify the individual standards and sub-indicators that align with each artifact. One piece of evidence could include standards in more than one cluster. For example, when including a course as evidence, examine the objectives on the syllabus to determine the RIPTS and NBPTS-CTE* standards that align with the course. **Also, be extremely cognizant that your assessment is based on the following question “Has the candidate demonstrated a SUFFICIENT level of competency?” Be sure to include enough evidence to demonstrate your level of competency.**

<p><u>ENVIRONMENT CLUSTER</u></p> <p>Standard- RIPTS 4 – Diversity of Learners NBPTS-CTE II- Responding to Diversity</p>	<p><u>Evidence- Lesson Plans</u></p> <p><u>Rationale-</u></p> <p>Why I chose this evidence: I have chosen these three lesson plans because they demonstrate my understanding of responding to diversity of learners in my Construction Technology classroom. These lesson plans align with RIPTS Standard 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. Teachers. The particular sub-indicators include: Design instruction that accommodates individual differences in approaches to learning; Seek information about the impact of students’ specific challenges to learning or disabilities on classroom performance. 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. The lesson plans also connect to the NBPTS-CTE II- II—Responding to Diversity: how accomplished teachers respond to their own biases while promoting instructional inclusivity and a proactive stance toward individual respect, emotional safety, and global citizenship in the CTE learning environment. These lesson plans show that I value and respect the diversity of my students’ learning needs.</p> <p>How this evidence indicates meeting the competency: By revising and adapting these lesson plans, I have recognized that there are a multitude of strategies to utilize for diverse learners to understand and participate more successfully in my Construction Technology classroom. The common thread running through these artifacts is how the lessons can be differentiated and adapted according to the learning needs of each individual student. As a teacher, it is imperative that I understand and appreciate that every student learns differently. Adapting these lesson plans has helped me comprehend more clearly how to break down lessons in order to accommodate each student as well as how to identify more appropriate, effective and engaging instructional strategies that align with students’ individual capabilities and interests.</p>
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***NBPTS-CTE Standards are included to enhance and align with the RIPTS with CTE specific competencies. Participation in the official NBPTS certification process is a major professional commitment. Interested educators should visit the NBPTS website at www.nbpts.org to examine the Five Core Propositions, certification areas, standards, and eligibility requirements.**

Entrance/Exit Assessment- Chart 1- Pedagogical Competencies

Please complete after reading the exemplar included above.

RIPTS RI Professional Teaching Standards are under Important Resources on this RIDE web page. National Board for Professional Teaching Standards – CTE information.	<u>Evidence Sources</u> <i>(examples: demonstration of proficiency, coursework, verification of experience)</i>	<u>Entrance</u> Met/Not Met Knowledge of Competency	<u>Exit</u> Met/Not Met Knowledge of Competency	<u>Exit</u> Met/Not Met Demonstration of Competency
<u>INSTRUCTION CLUSTER</u> Element 1: Content Knowledge RIPTS 1- General Knowledge RIPTS 2- Content Knowledge NBPTS-CTE III- Knowledge of Content Element 2: Instructional Practice and Program Design RIPTS 5- Critical Thinking RIPTS 8- Communication. RIPTS 9- Assessment NBPTS-CTE IV- Learning Environ. NBPTS-CTE V- Assessment NBPTS-CTE VII- Program Design and Management				

<p><u>ENVIRONMENT CLUSTER</u> Element 3: The Learning Process RIPTS 3- Learning and Development Element 4: Knowing Students RIPTS 4 – Diversity of Learners NBPTS-CTE I- Knowledge of Students NBPTS-CTE II- Responding to Diversity Element 5: Positive and Productive Learning Environments R IPTS 6- Learning Environment NBTPS-CTE IV- Learning Environments and Instruction. Practices</p>				
<p><u>Professionalism Cluster</u> Element 6: Post-Secondary Readiness NBPTS-CTE VI- Post-Secondary Readiness Element 7: Reflective Practice Element 7: Reflective Practice RIPTS 10- Professional Development NBPTS-CTE X- Reflective Practice Element 8: Collaboration RIPTS 7- Collaboration NBPTS-CTE VIII- Partnerships and Collaborations Element 9: Professional Development RIPTS 11- Professional and Ethical Standards NBPTS- CTE IX- Leadership in Prof.</p>				

Entrance/Exit Assessment- Chart 2- Content Competencies

Teacher Applicant: Content Competencies - Reference the appropriate **content** standards associated with the requested CTE certificate area to ensure that your rationale and evidence for decision speak to the full complexity of the standard encompassed within each sub-indicator. *For more information on the appropriate content standards for each CTE certificate area, see the table in the RI Credential Review Pathway: Consortium Protocol at Becoming and Excellent Educator (RIDE).*

If no content standards are available for your CTE area, evidence can include coursework in the content area, licenses, verification of work experience, certificates, national assessment results, recognitions in the CTE field, training opportunities, membership in professional organizations, etc. **Keep in mind that your assessment is based on the following question “Has the candidate demonstrated a sufficient level of competency?”**

Major or equivalent (Middle, Secondary or All Grades teachers); CTE content competencies				

PLAN OF STUDY: After reviewing your evidence, it has been determined that in order to meet competencies noted as “does not meet”, you need to complete the following. Please note that the RWU-UC Plan of Study is competency-based and not limited to specific courses. Also, be sure to note all assessments, licenses, degrees and/or years of experience required for your CTE certification. This information can be found at: RIDE Educator Certification

Credential Review Completion Authorization (CRCI Reviewer)

The following individual has met all requirements for their Credential Review Program of Study, and, as such, I am recommending him/her for certification in the specified certification area.

Name		
Certification Area		
Approved Credential Review Program		
Name of Dean/Director		
Telephone/Email of Dean/Director		
Signature and Date*		____/____/____

***Signature verifies that the applicant recommended for certification has satisfactorily completed the credential review program of study, has the qualities of character for teaching/leading, has met all certification requirements particular to the certificate area, and is competent in the area for which certification is sought.**