



Johnson and Wales University
Traditional Report AY 2021-22
Rhode Island



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

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

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Annual Goals: Science

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Annual Goals: Special Education

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal is to prepare approximately 9 teachers in special education.

3. Did your program meet the goal?

- Yes
 No

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

Students were required to take six Special Education courses as a part of the program. Three of the courses require supervised field experience requirements. All nine students completed 60 days of student teaching in Special Education under the direct supervision of a certified, experienced Special Educator, meeting each of the CEC standards. All students also had to pass the Special Education Praxis exam and show evidence of their knowledge and understanding as a special educator through a Portfolio Defense.

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

n/a

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

n/a

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal is to prepare approximately 9 teachers in special education.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to prepare approximately 7 teachers in special education.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

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

- [Quantifiable Goals](#)

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- >> [Set Next Year's Goal \(2023-24\)](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	18	167	14	78
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	11	169	11	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	18	167	16	89
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	11	166	11	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	17	165	14	82
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	11	172	11	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	18	163	15	83
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	11	164	11	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	2			

Summary Pass Rates

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

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

THIS PAGE INCLUDES:

 [>> Summary Pass Rates](#)

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	11	10	91
All program completers, 2020-21	12	12	100
All program completers, 2019-20	13	13	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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

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

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

 Yes

 No

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

 Yes

 No

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

 Yes

 No

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

 Yes

 No

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

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

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

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

Elementary and business teacher candidates are eligible for dual certification - in their content area, and in special education. The teacher candidates take six special education courses, participate in field experiences in a variety of special education settings, and student teach for sixty days in a general education classroom where they work collaboratively with special educators to support students with disabilities and participate as a member of the IEP team when applicable. Culinary arts teacher candidates are not eligible for special education certification, but are required to take one special education course, so they are equipped with knowledge of federal and state law regarding special education, and ready to participate as a member of an IEP team as well as work collaboratively with special educators.

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

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

c. Effectively teach students who are limited English proficient.

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

2. Does your program prepare special education teachers?

- Yes
 No

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

a. Teach students with disabilities effectively

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

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

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

Adapt and modify instructional materials, settings, and approaches to maximize student learning in the least restrictive environment using universal design for learning (udl), differentiated instruction (di), assistive technology and other methods. 6. Develop effective IEPs at the elementary and secondary level that meet student academic and functional needs. This course offers teacher candidates the opportunity to participate in the following: 1. Articulate varied purposes for screening, progress-monitoring, and diagnostic assessments. 2. Synthesize a variety of data to select instructional approaches and materials. 3. Apply a systematic problem-solving approach to interpret curriculum-based measurement (cbm) data. 4. Explain various delivery models including types of inclusive practices such as collaboration and co-teaching. 5. Adapt and modify instructional materials, settings, and approaches to maximize student learning in the least restrictive environment using universal design for learning (udl), differentiated instruction (di), assistive technology and other methods. 6. Develop effective IEPs at the elementary and secondary level that meet student academic and functional needs.

c. Effectively teach students who are limited English proficient.

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

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

The Johnson & Wales M.A.T. program is designed as a cohesive program for teacher preparation with coursework that is developed to deliver the best in teaching and learning strategies and knowledge across all content areas. The JWU program prepares teacher candidates for certification in elementary education/elementary special education, business/secondary special education, and culinary arts education. Teacher candidates begin their study in the first term with foundational knowledge about learning theory, learning differences, and educational psychology. Professors tailor assignments to the candidates' specific concentration(s) and students are placed in field experiences that reflect the concentration—business, culinary, elementary, and/or special education (elementary or secondary). For example, business/secondary education students will be placed in field experiences in high school business and/or special education classrooms, and course assessments (projects, etc.) will focus on these concentration areas whenever appropriate. Using best practices related to differentiation of instruction, our professors meet the needs of groups of learners by using examples from and assignment/projects that encompass issues/problems in their specific field of study. Students are able to learn from/with one another, and also have the added benefit of seeing problems of practice from a variety of viewpoints—much like the real environment of schools where professionals with different areas of expertise must work together to support the needs of every student. As the semesters progress, students eventually move into concentration-specific coursework. They also continue to learn with/from one another in coursework reflecting topics such as classroom management, assessment for student learning, collaboration (home, school, community), and curriculum/methods for exceptional learners. We believe that this program design allows our candidates a balanced preparation, providing very specific knowledge and skills development within their concentration, while providing a broad, “big-picture” view that supports and encourages collaboration with all members of the school community.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Cynthia L. Senenko

TITLE:

Teacher Education Specialist

Certification of review of submission

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

NAME OF REVIEWER:

Karen M. Swoboda

TITLE:

Director, School of Education