

Professional Knowledge & Foundational Theory

- Establishes research-based theories on diverse learners within social and developmental contexts
- Examines federal laws and strategies ensuring all students have access to and receive high-quality learning

RIPTS 1, 3, 4

- EDUC 5130
- SPED 5110

Content, Instruction, and Curriculum Design

- Equips teacher candidates with deep content knowledge, proficiency in Science of Reading and structured literacy, internalization of HQCM, and evidence-based practices across content areas
- Facilitates design and implementation of interdisciplinary, literacy-rich instruction that builds higher-order, critical thinking, adapting to diverse needs of exceptional and multilingual learners

RIPTS 2, 4, 5, 9, 11

- EDUC 5260
- EDUC 5280
- EDUC 6230
- SPED 5150
- SPED 6400

Assessment & Inclusive Support

- Employs data-driven practices with formal and informal assessment data to monitor progress and improve instruction in general and special education
- Utilizes tools to adapt teaching to meet IEP goals while upholding legal and ethical responsibilities

RIPTS 4, 9, 11

- EDUC 6120
- SPED 5120

Collaborative Learning Environments

- Teaches the importance of fostering relationships with students, families, and community agencies, emphasizing collaboration with all stakeholders to support student success
- Prepares candidates for the social and contextual demands of real classrooms

RIPTS 6, 7, 8, 10, 11

- SPED 5310
- SPED 6110

Conceptual Framework: Elementary & Elementary Special Education

Bridging Theory to Practice: Practicum I to Residency

Field experiences provide the environment where coursework, knowledge, and theory converge into practice, affording candidates the opportunity to witness and eventually implement evidence-based best practices in current, K-12 classrooms.

Practicum I

First-year field experiences allow candidates to apply, test, and adapt the knowledge and theory from their coursework in authentic settings. Students reflect upon these experiences, beginning to build their toolkit of classroom management, differentiated instruction, and adaptive assessment techniques.

SPED 5110, 5120
EDUC 5170, 5260

Residency Phase I

Equipped with a toolkit of evidence-based instructional techniques, second-year candidates begin to transfer theory into practice through active engagement in the school community. Under the mentorship of their clinical educators, candidates foster student engagement, create safe and nurturing environments, and gain a deep conceptual understanding across the curriculum.

EDUC 5280, 6230
SPED 6400

Residency Phase II

Intensive residency experiences provide candidates with opportunities to demonstrate professional growth across all areas, including dispositional skills. Teacher candidates reflect on their practice within a professional learning community to support their pedagogical growth and school-wide achievement. Through this final phase of residency, candidates demonstrate their proficiency in all Rhode Island Professional Teaching Standards (RIPTS), leading to successful program completion.

EDUC 6910, 6920
SPED 6915, 6925