Rhode island Policies Addressed

1. What content area knowledge is reviewed or taught during the course you teach? Please be specific. (ex. math - problem solving, addition, subtraction, etc) What types of coursework and assignments/products relate to this area of content knowledge?
* Math
* Science
* Literacy
* Arts
* Social Studies
* Technology

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| Content Area Knowledge | Content Area Standards Addressed | Coursework and Assignments/ Products |
| Technology | ISTE3. Model Digital-Age Work and LearningTeachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations. b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation. c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. | Methods of Teaching Food Service Project  |
| American Culinary Federation Standards | Students select the appropriate standards for demonstration during lessons | 20 Minute Lesson45 Minute Lesson |

1. Which of the following RI initiatives do you address in the course you teach? Describe the opportunities for candidates to learn about the initiative in your course. If it is assessed, how?

If you do not address and/or assess the initiative, please enter *NA* in the appropriate box>

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| *RI Policy/Initiative* | *Opportunity to learn* | *Assessed* |
| *ACESS*. An English language learner assessment used to measure students’ ability to read, write, speak, and listen in English administered to all K-12 Rhode Island students.  |  |  |
| *Commissioner’s Review.* The peer review process in which high schools submit evidence of meeting the Proficiency-Based Graduation requirements (PBGR) and necessary support systems and policies. |  |  |
| *Comprehensive Counseling School Counseling Program.* A component of school improvement through counseling programs that are results-based, standards-based, data-driven, developmental and comprehensive to support students academic, personal /social and career success.  |  |  |
| *Grade Level Expectations (GLEs).* The standards or expectations that identify the knowledge and skills that students need to know and be able to do in grades 3 through 8 in the areas of reading, writing, mathematics, and science.  |  |  |
| *Grade Span Expectations (GSEs).* The standards or expectations that identify the knowledge and skills that students need to know and be able to do in grades 9 through 12 in the areas of reading, writing, mathematics, and science.  | *Students select and integrate GSE’s into lessons and unit* | *Methods of Teaching Food Service Project* |
| *Induction and Mentoring.* Beginning teacher support programs that combine mentoring, professional development and support, and evaluation for at least the first two years of a beginning educator’s professional career.  |  |  |
| *Individual Professional Development Plans (I-Plans).* Goals-driven professional development plans for professional recertification that are informed by self-study, grounded in professional standards, and supported by professional development activities.  |  |  |
| *Leadership Standards.* A set of standards and indicators developed by the Rhode Island Department of Education and the education community to identify the expected levels of performance for educational leaders.  |  |  |
| *Middle and High School Reform.* Ongoing efforts to reform Rhode Island high schools to provide all students literacy supports, personalized learning environments, and comprehensive counseling; and provide faculty and staff with leadership, common planning time, and professional development for continuing improvement.  |  |  |
| *New England Common Assessment Program (NECAP).* The state assessment system developed with New Hampshire and Vermont that tests students in grades 3 through 8 and one high school grade in reading, writing, mathematics, and science.  |  |  |
| *Proficiency-Based Graduation Requirements (PBGR).* The proficiency requirements students must meet in order to earn a high school diploma in core content knowledge and applied learning demonstrated through at least two of the following: Certificate of Initial Mastery, end of course exams, exhibitions, or portfolios.  |  |  |
| *Personal Literacy Plans (PLPs).* A plan of action developed through an inclusive problem-solving approach used to accelerate a student’s learning in order to move toward grade level reading proficiency including identifying specific needs, establishing short terms goals, setting a course of action, and assessing effectiveness for necessary modifications.  |  |  |
| *PK-12 Literacy Policy.* The comprehensive and foundational statewide literacy policy that calls for literacy instruction that is designed to meet individual student needs by being accessible, flexible, and engaging using research-based strategies and proven practices.  |  |  |
| *Progressive Support and Intervention (PS&1).* An initiative within the Rhode Island Department of Education that focuses on building the capacity of central office to better lead and support their schools in improving teaching and learning. Although charged with particularly helping underperforming districts and schools, PS&I works to support all districts and school with tools and resources for continuous improvement. |  |  |
| *PSAT/NMSQT.* The Preliminary-SAT (PSAT)/National Merit Scholar Qualifying Test (NMSQT) is a diagnostic assessment recommended by RIDE to be given to all Rhode Island 10th and 11th grade students as practice for the SAT and to help identify their academic strengths and weaknesses. |  |  |
| *Rhode Island Alternate Assessment.* An alternative assessment for a small number of students who cannot participate in large-scale assessments even with accommodations based on Alternate Assessment Grade Span Expectations in reading, mathematics, science, and writing that are an extension of the NECAP Grade Level Expectations.  |  |  |
| *Safe and Drug Free Schools.* A federally-funded initiative for reducing drug, alcohol and tobacco use, and violence, through education and prevention activities in our Rhode Island schools using comprehensive prevention initiatives linked to whole school reform. |  |  |
| *SALT Survey.* An annual survey that asks teachers, families, and students to report on the condition of learning, teaching, and the home-school connection. The data is compiled and provided to schools, districts, and the communities for school and district improvement planning. |  |  |
| *SALT Visits.* Part of the School Accountability for Learning and Teaching school improvement model in which schools develop and implement school improvement plans, annually report progress to stakeholders, and periodically receive peer visits to observe and report on progress. |  |  |
| *Special Population Initiatives.* These include interventions and support processes to ensure students with exceptionalities achieve high expectations including the Rhode Island IEP process and Response to Intervention (RTI). |  |  |
| *SIT SI Plans* |  |  |
| *Statewide Curriculum.* A web-based tool that provides links to lesson plans in several content areas including video clips and student work, instructional resources, and avenues for dialogue. | *Referenced as a resource on unit planning* | *n/a* |