

Rhode Island State Personnel Development Grant

GOAL 4

To increase the number of highly qualified leadership personnel.

There are five major components connected to this goal – (a) review and revise the requirements for certification as a “Special Education Administrator” and the requirements for certification as a “School Principal”; (b) review and revise pre-service programs in Rhode Island colleges and universities that prepare teacher candidates for these certificates; (c) develop a mentorship program for special education administrators, (d) develop a family leadership training institute, and (e) provide an ongoing leadership series for school principals and special education administrators.

Review and Revise Certification Requirements

The RIDE Office of Educator Quality will convene a workgroup to review requirements for certification as a “Special Education Administrator” and as a “School Principal”. Workgroup membership will consist of (a) the Director of the RIDE Office of Teacher Certification, (b) the Director of the RIDE Office of Special Populations, (c) RIDE personnel responsible for secondary special education, (d) representatives from three LEAs, (e) representatives from all colleges and universities that prepare secondary special educators, (f) SPDG personnel, and (g) a representative from the State Special Education Advisory Committee.

Possible recommendations will focus on:

- Requiring School Principals to take three credits of special education administration and three credits that highlight implementation of evidence-based practices that improve educational outcomes for students with disabilities;
- Requiring Special Education Administrators to take three credits that highlight implementation of evidence-based practices that improve educational outcomes for students with disabilities.

Review and Revise Pre-Service Programs

There are currently three colleges that offer these certificates – Rhode Island College, Providence College, and the University of Rhode Island. Faculty committees at each of these colleges will discuss the issue and develop a proposal to revise their core curriculum. The Rhode Island Association for School Principals will be the facilitator for these discussions.

Administrators of Special Education

Mentorship Program for Administrators of Special Education: The RISIG will contract with the Association for Rhode Island Administrators of Special Education to develop a Mentorship Program for aspiring Administrators. RIASP will consult with ARIASE on the development of this program. Three effective Special Education Administrators will be selected by the ARIASE Executive Committee based on nominations from ARIASE Membership, from the State Improvement Grant Partners Group, or from the Leadership Development Coordinating Committee. ARIASE will also solicit applications from aspiring administrators (i.e., teachers, principals, or others who are pursuing certification as an Administrator of Special Education) to be mentored. Each Mentor will support two aspiring administrators. The Mentor will spend two hours each week with the aspiring administrators. The candidates will also complete their required internship with one of the Mentors. The Mentors will receive a stipend of \$6000 per year; that is, the equivalent of teaching two three credit courses at one of the colleges. It will be the responsibility of the Mentor to assist the candidates to obtain certification and to continue to support them in the first two years as an administrator. This project should result in 6 new administrators each year, a total of 30 for the duration of the SPDG project.

Family Leaders

Family Leadership Training Institute: The Family Centered Care Coalition is a collaborative activity of the Parent Support Network, the Rhode Island Parent Information Network, the Sherlock Center, Family Voices, and Parents for Alternative Living. This Coalition sponsors the Family Leadership Training Institute. This Institute offers two training for Family Leaders each year. The first is called “Personal Support Advising” – this 60 hour training discusses strategies for being a resource to other parents and also provides participants with a comprehensive overview of all the service systems and all the resources available in Rhode Island. The second part of the Institute, “Families as Partners in Policy Making”, is also 60 hours and provides participants with strategies for being effective leaders and partners. Any parent involved with either Special Education Advisory Committee or a School Improvement Team in any of the RISIG Target Schools will be invited to participate in these trainings at no cost to them. The cost of course instructors (about 95% of whom are parents) will be supported by the Coalition.

Continuing Support to Family Leaders: As part of its contract with SPDG., RIPIN will provide ongoing technical assistance to the family leadership involved the Special Education Advisory Committee or a School Improvement Team in any of the RISIG Target Schools.

Leadership Series

The Rhode Island State Action for Educational Leadership (SAELP) Project is RI’s “Highly Qualified Leaders Project”. SAELP is a collection of activities intended to promote school leaders. A recent survey of school principal recommended the use of mentoring, peer-to-peer networking, and development of practical administrative skills. The Leadership Series grew out of the SAELP conceptual framework. It was instituted three years ago. The following is the list of topics and presenters that comprise the Leadership Series. All ten sessions were overwhelmingly evaluated as “Outstanding” by past cohorts. The feedback given by past cohorts documents the direct impact these programs have had on the administrators in our schools. The series will be offered once each year. Per recommendations from SAELP, this series offers both practical information and an opportunity for networking.

Logic Model – Goal 4

Activities	<p>(a) develop a mentorship program for special education administrators,</p> <p>(b) develop a family leadership training institute,</p> <p>(c) provide an ongoing leadership series for school principals and special education administrators</p>	<p>Activity Log</p> <p>Participant Interviews</p>
Outputs	<p>(a) The requirements for certification as a “Special Education Administrator” will be reviewed and revised.</p> <p>(b) The requirements for certification as a “School Principal” will be reviewed and revised.</p> <p>(c) Pre-service programs in Rhode Island colleges and universities that prepare teacher candidates for this certificate will be revised</p> <p>(d) A minimum of six new Special Education Administrators will be mentored each year by experienced administered.</p> <p>(e) As a component of the induction process, 25 new principals and/or special education administrators will participate in a “Leadership Series” each year.</p> <p>(f) A minimum of 20 family leaders will participate in a “Family Leadership Training Institute” each year.</p>	<p>(a) Document Review</p> <p>(b) Document Review</p> <p>(c) Document Review – RI College Curriculum Committee</p> <p>(d) ARIASE data base</p> <p>(e) Sherlock Center registration information</p> <p>(f) RIPIN registration information</p>
Outcomes	<p>(a) students will be increasingly educated in the general classroom;</p> <p>(b) performance on state assessments will improve;</p> <p>(c) behavioral incidents and suspensions will decrease.</p>	<p>(a) RIDE Census – APR</p> <p>(b) InfoWorks – RIDE – APR</p> <p>(c) RIDE APR</p>