



Feinstein School of Education and Human Development (FSEHD)  
**RI Innovation Consortium Educator Evaluation (RI-ICEE Observation Rubric)**  
**Teacher Candidate Observation Expectations**

**To: College Supervisors, Cooperating Teachers and Teacher Candidates**

The evaluation of a teacher candidate (TC) is based upon reports from actual observation by School personnel (i.e. Cooperating Teacher (CT), School Administration, College Supervisor (CS)) as well as student feedback and progress. The School evaluators determine the performance level (Highly Effective (4), Effective (3), Developing (2), Ineffective (1)) that best describes the candidate’s competence in each of the 34 components. Note that this evaluation tool examines the developmental growth of candidates from the beginning to the end of student teaching/graduate internship and provides actionable feedback to the TC.

It is essential that evaluators (CT and CS) read each rubric component (i.e. 1.1a, 1.1b through 4.4c) and compare evidence from the observations with the criteria to carefully determine the candidate’s level of competence at this point in their program. Teacher candidate skill levels are described in the four categories, with specific descriptions provided in the rubric for each component. A program *may* provide additional guidance in the section “program specific clarifications” to help the evaluator determine a teacher candidate’s level of competence for a specific field of teaching. The scores, in conjunction with the evidence recorded by the evaluators, are meant to provide feedback that improves TC performance.

It is expected that all rubric elements will be addressed in a planned teaching observation episode. However, in an observation there may not be evidence for meeting an element, thus justifying an n/a score. However, in or by the last observation, a passing score must be earned in each of the rubric elements.

**Performance Expectations on the RI-ICEE Observation Rubric**

The RICEE instrument is a standards-based instrument that has specific performance expectations for each of the various levels and is used for the evaluation of teachers at all experience levels in Rhode Island. The below table contains the state standards for instructional performance on the ICEE for practicing teachers. Our expectation is that TCs will be, at a minimum, effective on this scale when they complete their student teaching. TCs should be made aware that it is unrealistic that they earn scores corresponding to highly effective, especially at the start.

<b>Table 1. Scoring Key for RI-ICEE Effectiveness Ratings:</b>			
Ineffective	Developing	Effective	Highly Effective
1.49 or less	1.50 – 2.49	2.50 – 3.49	3.50 – 4.00

**1. Expectations for the OVERALL AVERAGE score of RI-ICEE observation 3 rubric components**

- Consistent with Evaluation of Professional Teachers in RI, **TCs are expected to obtain an overall average score of 2.50 or higher by Observation 3** completed by the CS and Observation 3 completed by the CT.
- If on Observation 1, the TC earns an overall average score of less than 1.50, the evaluator will notify the Director of Partnerships and Placements (DPP). The TC will work with the CT and CS (AND the DPP, if requested) to revisit the personal growth goal (PGG) to improve the score, and submit the plan to the Director of Partnerships and Placements.
- If on Observation 2, the TC earns an overall average score of less than 2.00, the TC will meet with the **Supervisory Team** (CS, CT and DPP) to review the progress on the PGG and revise it as needed. An intervention plan will be discussed at this time.
- An Overall Average Rating of less than 2.50 on Observation 3 will require a fourth observation to provide the teacher candidate an additional opportunity to demonstrate effective overall performance. The DPP will be notified.
- If by Observation 4, the teacher candidate does not achieve an overall average rating of 2.5, the teacher candidate will receive an unsatisfactory grade in student teaching, resulting in either a repeat of placement or termination from the FSEHD program.

**2. Expectations for scores on RI-ICEE observation INDIVIDUAL RUBRIC COMPONENTS**

- A TC who receives a rating(s) of Ineffective (1) on any rubric component during Observation 1 or 2 will meet with their **CT and CS** for coaching on how to improve performance on this skill. TCs will use the Personal Growth Goal: SMART Goal Setting Process to define **the additional steps** to be taken by the teacher candidate to improve their performance on a specific component. The DPP may participate in this process, and will receive a copy of the PGG plan.
- Any rating of “Ineffective (1)” by the CS or CT on Observation 3 will lead to a fourth observation to provide the teacher candidate an additional opportunity to demonstrate improved performance. The DPP will be notified.
- If by Observation 4, the TC continues to achieve a component score of “1”, the TC will meet with their **Supervisory Team** to discuss a plan which may result in (1) extension of placement, or (2) an unsatisfactory grade in student teaching which could result in either repeat of placement, or termination from the FSEHD program.