STANDARD 1: Planning & Preparation

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
1.1a **Knowledge of Content** RIPTS 1, 2, 3, 4, 5, INTASC : 4,5	In planning, educator makes content errors.	Educator is familiar with the important concepts in the discipline, but may display lack of awareness of how these concepts relate to one another.	Educator displays solid knowledge of the important concepts in the discipline and how these relate to one another and to 21st century skills.	Educator displays knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines and to 21st century skills.	
1.1b **Knowledge of Content & Students** RIPTS 1, 2, 3, 4, 5, INTASC: 1,2	Educator displays little or no knowledge of students' skills, knowledge, language proficiency, backgrounds, and/or medical needs.	Educator displays knowledge of students' skills, knowledge, language proficiency, backgrounds, and/or medical needs, but only for the class as a whole.	Educator tracks students' skills, knowledge, language proficiency, backgrounds and/or medical needs, and displays this knowledge for groups of students in order to determine growth over time.	Educator understands and tracks individual students' skills, knowledge, language proficiency, and/or medical needs, and has a strategy for maintaining such information in order to determine growth over time for each student.	
1.2 **Establishing Instructional Outcomes** RIPTS 1, 2, 3, 4, 5, INTASC: 1,2,4,5,7	Outcomes do not reflect the appropriate standards, set low expectations for students, lack rigor, and/or only include one type of learning. Outcomes are stated as activities rather than as student learning.	Outcomes reflect the appropriate standards. Expectations and rigor are inconsistent and are suitable for most of the students in the class. Outcomes are written as a combination of student learning and activities.	Outcomes reflect the appropriate standards, set rigorous expectations for students and include different types of learning according to varying needs of groups of students. All the instructional outcomes are clear, written in the form of student learning.	Outcomes reflect the appropriate standards, set rigorous expectations for students and include different types of learning according to varying needs of individual students. All the instructional outcomes are clear, written in the form of student learning and represent opportunities for both coordination and integration with other disciplines.	

Component 1.3: Designing Coherent Instruction

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
1.3a **Learning Activities, Lesson Structure & Content-Related Pedagogy** RIPTS 1, 2, 3, 4, 5, INTASC: 1,2,4,5,7	Learning activities are not suitable-to instructional outcomes, do not include a range of pedagogical approaches, and are not designed to engage students. The lesson has no clearly defined structure, and/or time allocations are unrealistic.	Learning activities are inconsistent in their suitability to the instructional outcomes and represent little cognitive challenge. Learning activities include a limited range of effective pedagogical approaches and are not differentiated. The lesson has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with unreasonable time/allocations.	Learning activities are suitable to the instructional outcomes, include a range of effective pedagogical approaches and cognitive challenge. Activities are differentiated for groups of students, help students construct content knowledge and build 21st Century Skills. The lesson has a clearly defined structure with even progression of activities and reasonable time allocations.	Learning activities are suitable to the instructional outcomes, include a range of effective pedagogical approaches and cognitive challenge. Activities are differentiated for individual students, help students construct content knowledge and build 21st Century Skills. The lesson has a clearly defined structure with even progression of activities and reasonable time allocations, allowing for different pathways according to diverse student needs.	

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
1.3b. Instructional materials / resources RIPTS 1, 2, 3, 4, 5 INTASC 1,2, 7	Materials, technology, and resources being used do not support the instructional outcomes nor engage students in meaningful learning.	Some of the materials, technology, and resources being used support the instructional outcomes, and engage students in meaningful learning.	Materials, technology, and resources being used support the instructional outcomes, and are designed to engage students in meaningful learning.	Materials, technology, and resources being used support the instructional outcomes, and are designed to engage students in meaningful learning, including student participation in selecting or adapting materials.	
1.3c. Instructional Groups RIPTS 1, 2, 3, 4, 5, 9 INTASC : 1,2, 7	Instructional groups do not support the instructional outcomes.	Instructional groups support the instructional outcomes, with an effort at providing some variety as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of the use of data and/or student choice in selecting the different patterns of instructional groups.	
1.4 Designing Student Assessment RIPTS :4, 5, 9 INTASC : 2,8,6	Educator's plan for student assessment is not aligned with the instructional outcomes.	Educator's plan for student assessment is aligned with the instructional outcomes, but is limited to either formative or summative assessments, and/or lacks clear criteria and expectations. Educator identifies a plan to use assessment results to plan for future instruction for the class as a whole.	Educator's plan for student assessment is aligned with the instructional outcomes, has been adapted for groups of students, and includes both formative and summative assessments with clear criteria and expectations. Educator identifies plan to use assessment results to plan for future instruction for groups of students.	Educator's plan for student assessment is aligned with the instructional outcomes, has been adapted for individual students, as needed, and includes both formative and summative assessments with clear criteria and expectations. Educator identifies plan to use assessment results to plan future instruction for individual students.	

STANDARD 2: Educational Environment

Component 2.1: Creating an Environment of Respect and Rapport

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
2.1a Educator Interaction with Students RIPTS 5, 6 INTASC : 8,3	Educator-student interactions with at least some students are negative or inappropriate.	Educator-student interactions are generally appropriate, positive and respectful, but may reflect occasional inconsistencies.	Educator-student interactions are appropriate, positive and respectful.	Educator-student interactions are appropriate, positive and respectful to groups of students as well as individuals.	

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Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
2.1b Student Interactions **RIPTS 5, 6** **INTASC : 8,3**	Educator does not model nor encourage appropriate interactions particularly when student interactions are impolite or disrespectful.	Educator is inconsistent in modeling and/or encouraging appropriate interactions, particularly when students' interactions are impolite or disrespectful. **OR** Student interactions are generally polite and respectful.	Educator models and/or encourages appropriate interactions, particularly when students' interactions are impolite or disrespectful. **OR** Student interactions are polite and respectful whether directly monitored by an educator or not.	Educator models and/or encourages student interactions that demonstrate respect for one another. Students monitor each other's treatment of peers, correcting classmates respectfully when needed.	

Component 2.2: Establishing a Culture for Learning

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
2.2a Importance of the Content **RIPTS 3, 4, 5, 6, 8, 9** **INTASC: 4,5**	Educator does not communicate the importance of the content and/or conveys a negative attitude toward the content	Educator communicates importance of the content.	Educator communicates importance of the content using real-world connections.	Educator AND students communicate importance of the content using real-world connections.	
2.2b Expectation for Learning and Achievement **RIPTS 3, 4, 5, 6, 8, 9** **INTASC: 4,5**	Educator conveys low expectations for student learning and achievement for at least some students.	Educator conveys modest expectations for student learning and achievement.	Educator conveys high expectations for student learning and achievement.	Educator conveys high expectations for student learning and achievement. Students verbalize and/or demonstrate their understanding of the expectations.	

Component 2.3: Managing Classroom Procedures

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
2.3a Management of Instructional Groups **RIPTS 6** **INTASC: 3**	Educator's management of instructional groups does not promote active student participation.	Educator's management of instructional groups ensures that some students actively participate.	Educator's management of instructional groups ensures that all students actively participate.	Educator's management of instructional groups ensures that all students actively participate and support each other in achieving the outcomes of the lesson.	
2.3b Management of Transitions **RIPTS 6** **INTASC: 3**	Transitions are chaotic with significant loss of instructional time.	Transitions are uneven resulting in some loss of instructional time.	Transitions are efficient, with minimal loss of instructional time.	Transitions are seamless, with students assuming some responsibility in ensuring their efficient operation.	
2.3c Management of Materials And Supplies **RIPTS 6 INTASC 3**	Management of materials and supplies is inefficient, resulting in significant loss of instructional time.	Management of materials and supplies is uneven resulting in some loss of instructional time.	Management of materials and supplies is efficient with little loss of instructional time.	Management of materials and supplies is efficient with little loss of instructional time with students assuming some responsibility.	

Component 2.4: Managing Student Behavior

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
2.4a Behavioral Expectations **RIPTS 6** **INTASC: 3**	No evidence that standards of conduct and consequences have been established or communicated to students.	Standards of conduct have been established and communicated and appear to be clear to students.	Standards of conduct and consequences have been established and communicated and appear to be clear to students.	Standards of conduct and consequences have been established and communicated to students. Students have participated in their development.	
2.4b Responding to Student Misbehavior **RIPTS 6** **INTASC: 3**	Educator's response to student misbehavior is inappropriate. **OR** Educator does not respond to student misbehavior.	Educator's response to student misbehavior is inconsistent.	Educator's response to student misbehavior is appropriate, consistent and timely.	Educator's response to student misbehavior is appropriate, consistent, timely and successful. **OR** No student misbehavior is observed.	

STANDARD 3: Instruction/Service Delivery

Component 3.1: Communicating With Students

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
3.1a Expectations for Learning **RIPTS 8** **INTASC: 8**	Educator does not explain the instructional purpose.	Educator explains the instructional purpose of the lesson or unit, attempting to communicate where it is situated within broader learning.	Educator explains the instructional purpose of the lesson or unit, linking to broader authentic learning, appropriate standards or 21st century skills' expectations. Educator explains how students will demonstrate their learning.	Educator clearly explains the instructional purpose of the lesson or unit, linking to broader authentic learning, appropriate standards and 21st century skills' expectations. Educator explains how students will demonstrate their learning with exemplars to guide student achievement.	
3.1b Directions and Procedures **RIPTS 6,8** **INTASC 8**	Educator directions and procedures are confusing.	Educator directions and procedures are clarified after initial confusion.	Educator directions and procedures are clear.	Educator directions and procedures are clear, complete, and anticipate possible misunderstanding.	
3.1c Explanation of Content **RIPTS 2,8** **INTASC: 4,8**	Educator's explanation of the content is incorrect.	Educator's explanation of content is clear and correct but does not make a connection with students' knowledge, experience, appropriate standards or 21st century skills' expectations.	Educator's explanation of content is clear and correct and connects with students' knowledge, experience, appropriate standards or 21st century skills' expectations.	Educator's explanation of content is clear and correct and connects with students' knowledge, experience, appropriate standards or 21st century skills' expectations. Students contribute to explaining content to their peers.	

Component 3.2: Using Questioning and Discussion Techniques

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
3.2a Quality of Questions **RIPTS 5,8** **INTASC: 8**	Educator's questions require only low cognitive challenge and single or limited responses.	Educator's questions are appropriate to the content although they cover only a limited range of skills and knowledge.	Educator's questions are appropriate to the content and cover a range of skills and knowledge. Questions are constructed to include higher order thinking and engage students in further discussion.	Educator's questions are appropriate to the content and cover a range of skills and knowledge. Questions are constructed to include higher order thinking (HOT) and engage students in further discussion. Students formulate their own questions to advance understanding.	
3.2b Delivery Techniques **RIPTS 5,8** **INTASC: 7,8**	Educator does not deliver questions using techniques that require students to engage cognitively and prepare to respond to the question. Questions may be asked in rapid succession without appropriate wait time.	Educator does not consistently deliver questions using techniques that require students to engage cognitively and prepare to respond to the question. Some questions may be asked in rapid succession and/or without appropriate wait time.	Educator delivers questions using techniques that require students to engage cognitively and prepare to respond to the question while providing sufficient wait time.	Educator delivers questions using techniques that require students to engage cognitively and prepare to respond to the question while providing sufficient wait time. Students respond to questions with evidence of their understanding.	
3.2c Discussion Techniques **RIPTS 5,8** **INTASC: 7,8**	Educator makes little attempt to engage students in an authentic discussion and/or the educator and a few students dominate the discussion.	Educator makes some attempt to engage students in an authentic discussion with uneven results.	Educator creates an authentic discussion among students, using instructional and questioning techniques that successfully engage students in the discussion, stepping aside when appropriate.	Educator creates an authentic discussion among students, using instructional and questioning techniques that successfully engage students in the discussion, stepping aside when appropriate. Students ensure that all voices and ideas are heard in the discussion.	

Component 3.3: Engaging Student in Learning

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
3.3a Projects, Activities and Assignments **RIPTS 5,6** **INTASC: 7,8**	Projects, activities and assignments lack challenge, are inappropriate, or do not cognitively engage students.	Projects, activities and assignments are inconsistent in challenging and cognitively engaging students.	Projects, activities and assignments are appropriately challenging for all students, require 21st century skills, and cognitively engage students.	Projects, activities, and assignments are appropriately challenging for all students, require 21st century skills, and cognitively engage student in complex learning.	
3.3b Instructional Materials, and Technologies **RIPTS 5,6,8** **INTASC: 3,7,8**	Instructional materials and technologies are inappropriate for the instructional purpose.	Instructional materials and technologies are partially appropriate for the instructional purpose.	Instructional materials and technologies are appropriate to the instructional purpose, and are differentiated as appropriate.	Instructional materials and technologies are appropriate to the instructional purpose, and are differentiated as appropriate. Students initiate the choice, adaptation, or creation of materials to enhance their learning and build understanding.	

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Component 3.4: Using Assessment in Instruction

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
3.4a Assessment Criteria **RIPTS 5,6,9** **INTASC: 3,6,7,8**	Educator does not convey the criteria by which students' work will be evaluated.	Educator inconsistently conveys the criteria by which student's work will be evaluated.	Educator clearly conveys the criteria by which students' work will be evaluated including providing exemplars to guide student achievement.	Educator clearly conveys the criteria by which students' work will be evaluated and students have contributed to the development of the criteria and/or creation of exemplars to guide student achievement.	
3.4b Monitoring Student Learning **RIPTS 5,6,9** **INTASC: 3,6,7,8**	Educator does not monitor student learning.	Educator uses formative assessment strategies to monitor student learning for the class as a whole.	Educator uses formative assessment strategies to monitor student learning and uncover misunderstandings for groups of students within the class.	Educator uses formative assessment strategies, including self and/or peer-assessments to monitor student learning and uncover misunderstandings for individual students.	
3.4.c Providing Feedback to Students **RIPTS 5,6,9** **INTASC: 3,6,7,8**	Educator's feedback to students is limited, infrequent and/or irrelevant, resulting in no advancement in learning.	Educator's feedback to students is general and/or infrequent resulting in minimal advancement in learning.	Educator's feedback to students is, timely, frequent, and specific, providing individual students with specific direction and information to help advance learning.	Educator's feedback to students is timely, frequent, and specific, providing individual students with direction and information to help advance learning. Students make use of the feedback in revising and improving their work.	

STANDARD 4: Professional Growth & Responsibilities

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
Component 4.1: Reflecting on Practice **RIPTS 10** **INTASC: 9**	Educator does not reflect on their strength and areas for growth. **OR** Educator reflects on their strength and areas for growth, but does not identify any practices that they would address differently in the future.	Educator reflects on their strengths and areas for growth, identifying general practices that they may address differently in the future.	Educator reflects on their strengths and areas for growth, identifying specific practices that they would address differently in the future.	Educator reflects on their strengths and areas for growth, identifying specific practices that they would address differently in the future complete with the probable success of different courses of action.	
Component 4.2: Communicating with Families **RIPTS 7,11** **INTASC: 9,10**	Educator's professional communications with families are limited, infrequent and/or irrelevant.	Educator's professional communications with families are general and/or infrequent.	Educator's professional communications with families are timely, frequent, and specific, providing individual student progress with specific direction and information to help advance learning. Educator attempts to engage families in two-way communication.	Educator's professional communications with families are timely, frequent, and specific, providing individual student progress with specific direction and information to help advance learning. Educator attempts to engage families in two-way communication and involve families in the school community.	

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Component 4.3: Showing Professionalism

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
4.3a Maintaining Accurate Records RIPTS 9 INTASC: 6	Educator does not maintain information on student completion of assignments, student progress in learning, and non-instructional records.	Educator is inconsistent in maintaining information on student completion of assignments, student progress in learning, and non-instructional records.	Educator maintains information on student completion of assignments, student progress in learning, and non-instructional records in a timely manner.	Educator maintains information on student completion of assignments, student progress in learning, and non-instructional records in a timely manner. Educator regularly shares data with students as appropriate.	
4.3b Commitment to Professional Standards RIPTS 7,11 INTASC: 9,10	Educator does not comply with school and district regulations, policies, and contractual language. Educator does not comply with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Educator complies minimally with school and district regulations, policies, and contractual language. Educator complies minimally with school State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Educator complies fully with school and district regulations, policies, and contractual language. Educator complies with State and Federal Law and Regulations including, but not limited to, IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Educator complies fully with school and district regulations, policies, and contractual language, taking a leadership role with colleagues. Educator complies fully with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA. Educator stays current on the standards of their profession beyond their LEA.	

Component 4.4: Growing & Developing Professionally

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
4.4a Growing and Developing in a Professional Learning Community RIPTS 7,10 INTASC: 9,10	Educator does not engage in a professional learning community.	Educator minimally engages in a professional learning community by seeking out current, targeted professional development opportunities.	Educator actively engages in a professional learning community by using feedback to identify areas of growth, seeking out current, targeted professional development opportunities that are aligned to school/district initiatives.	Educator actively engages in a professional learning community by using feedback to identify areas of growth, seeking out current, targeted professional development opportunities that are aligned to school/district initiatives. Educator takes a leadership role in promoting professional development opportunities for their colleagues.	

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
4.4b Evidence for Approval of Professional Growth Goal **RIPTS 7,9,10,11** **INTASC: 9,10**	The Professional Growth Goal is not submitted OR is missing any of the following pieces: **S** – Specific: The educator clearly identifies the skill or knowledge to be enhanced **M** – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans **A** – Attainable: Action steps/plan describe the steps and strategies to be completed **R** – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated **T** – Time Bound The length of time for attaining the goal is identified	The Professional Growth Goal does not fully address the following pieces: **S** – Specific: The educator clearly identifies the skill or knowledge to be enhanced **M** – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans **A** – Attainable: Action steps/plan describe the steps and strategies to be completed **R** – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated **T** – Time Bound The length of time for attaining the goal is identified	The Professional Growth Goal fully addresses the following pieces: **S** – Specific: The educator clearly identifies the skill or knowledge to be enhanced **M** – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans **A** – Attainable: Action steps/plan describe the steps and strategies to be completed **R** – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated **T** – Time Bound The length of time for attaining the goal is identified	The Professional Growth Goal fully addresses the following pieces: **S** – Specific: The educator clearly identifies the skill or knowledge to be enhanced **M** – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans **A** – Attainable: Action steps/plan describe the steps and strategies to be completed **R** – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated **T** – Time Bound The length of time for attaining the goal is identified PLUS Benchmarks for gauging progress partway through the year are included	
4.4c Evidence for Attainment of Professional Growth **RIPTS 10** **INTASC: 9**	Evidence provided indicates little/no progress of the PGG Action Plan.	Evidence provided indicates some progress with the PGG Action Plan.	Evidence provided indicates sufficient progress of the PGG Action Plan.	Evidence provided indicates completion of the PGG Action Plan.	

Observation ☐ #1   ☐ #2   ☐ #3   ☐ #4

Overall Average Score on RI-ICEE Observation 3 Rubric Components

Scoring Key for RI-ICEE Effectiveness Ratings:	
Highly Effective	3.50 – 4.00
Effective	2.50 – 3.49
Developing	1.50 – 2.49
Ineffective	1.49 or less

Total Score   _____/34 Components = Overall Average Score

Overall Average Score for this observation   _____

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