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Feinstein School of Education and Human Development

Student Teaching Handbook

A Reference Guide for:
Teacher Candidates, Cooperating Teachers,
Rhode Island College Supervisors, and Building Level Administrators

Office of Partnerships and Placements

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This handbook provides general information and guidance for teacher candidates (student teachers or TCs), cooperating teachers (CTs) and college supervisors (CSs). It does not constitute a contract; either expressed or implied, and is subject to revision at the College's discretion. TCs should be aware that additional requirements may be imposed for certification or licensure (even once a plan of study has been prepared) if such requirements are imposed by outside licensing or accrediting agencies. A plan of study may be subject to revision to reflect such additional requirements.

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Common Abbreviations

- CS: College supervisor, a RIC faculty member who supervises teacher candidates in their student teaching placement
- CT: Cooperating teacher, teacher at a school that supervises teacher candidates or candidates
- C&W: Chalk and Wire, a web-based e-portfolio system
- FSEHD: Feinstein School of Education and Human Development
- OPP: Office of Partnerships and Placements
- RIDE: [Rhode Island Department of Education](#)
- RI-ICEE: The assessment instrument used to provide feedback on student teaching performance and evaluate readiness
- SLOs: [Student Learning Outcomes](#)
- TC: Teacher candidate, sometimes called a candidate, is a student at RIC who has been admitted to one of the Feinstein School teacher preparation programs
- TCWS: Teacher Candidate Work Sample. An assessment that addresses the phases of unit planning, from contextual factors to assessment and reflection.

FSEHD Mission

The mission of the Feinstein School of Education and Human Development (FSEHD) is to:

- Prepare education and human service professionals to be highly effective, reflective, engaged, and deeply committed to the values of equity, diversity, and social advocacy;
- Provide expertise in educational policy, research, and professional development to schools, agencies, and communities.

FSEHD Outcomes

FSEHD graduates are committed to meeting the mission of our school. To this end they:

- demonstrate and apply a deep understanding of content knowledge;
- integrate ongoing research in their professional settings, resulting in innovative and culturally responsive practices;
- engage in ongoing development of critical reflection skills in themselves and their constituents;
- use professional standards and ethical frameworks to inform decision making;
- collaborate with and advocate for all stakeholders, including students, clients, families and colleagues;
- exercise agency in the context of their professional communities.

FSEHD Office of Partnerships and Placements (OPP) develops partnerships encompassing a range of opportunities in local education agencies in Rhode Island and assigns and tracks clinical experiences. Throughout the student-teaching experience, Teacher Candidates (TCs) are evaluated with instruments that align to our FSEHD outcomes and Rhode Island Department of Education standards.

FSEHD OPP goals

- provide a capstone experience where TCs apply their content knowledge, pedagogy, understanding of student differences;
- integrate technology for teaching, learning, and assessment in the classroom setting enhanced by the input of the Cooperating Teacher (CT) and College Supervisor (CS);
- provide actionable feedback to the TCs, through formative assessment - both ongoing at the clinical site and in the assessment system (Chalk and Wire) by objective scoring and constructive comments.

To meet these goals, the OPP must:

- develop partnerships in mutually beneficial settings that meet RIDE's certification requirements and represent the range and intensity of responsibilities of the position for which TCs will be certified;
- identify and work with high quality educators to serve as Cooperating Teachers (CTs). Qualified CTs demonstrate a positive impact on a candidate's development and PK-12 student learning and development, and are able to effectively serve as mentors and clinical faculty for candidates;
- identify and continually develop College Supervisors (CSs) who possess content, pedagogical expertise and experience that complement and support the cooperating teacher in the mentoring process.

General Information for Teacher Candidates/Student Teachers

The culmination of the teacher preparation program is the student teaching component. Teacher Candidates (TCs) will continue to gain knowledge and skills as they put learned theory into practice. To do this, each TC is a member of a team that includes the cooperating teacher (CT) and college supervisor (CS). The CT is the classroom teacher of record, who oversees the day-to-day work and is responsible for the mentoring, coaching, supervision and evaluation of the TC during the student teaching experience. The CS is a Rhode Island College faculty member responsible for guidance, supervision, and evaluation of the TC in consultation with the CT.

The CT and CS help the TC enhance proficiency in the Rhode Island Professional Teaching Standards. They will help the TC increase their skills and ability to positively impact PK-12 student learning.

Requirements before the placement begins

Prior to the beginning of the placement, TCs:

- attend the Clinical Preparation Networking and Training Forum;
- contact the CT and meet or talk about the students and upcoming placement;
- obtain the home/cell telephone number of the CT, the CS, and the office number of the cooperating school;
- ask for and review all school policies and procedures and sign school policy documents as appropriate.

Requirements during the placement

Teacher candidates:

- send a letter, email, or another type of communication to parent(s) or guardian(s) of your students introducing yourself as a student teacher;
- interact with children and youth in a manner that builds a positive self-confidence in each student;
- develop a professional growth plan through self-reflection (perhaps through viewing videos of performance) and identify areas of growth based on feedback from CT and CS;
- ask for and participate in daily feedback sessions with the CT;
- work with the team to schedule assessments and conferences consistent with the [assessment timeline](#);
- follow the [professional guidelines](#) for TCs;
- participate in each of the following: faculty meeting, after school function, and parent-teacher conference conducted by the CT;
- prepare lesson plans as required by the CS and CT. The CT approves [lesson plans](#) (the link is to a RI-ICEE lesson plan template) prior to implementation;
- demonstrate competence in and apply technology, library materials, and other resources in the lessons;
- carry current BCI at all times in a school.

Time commitment

TCs are required to:

- participate in student teaching placement 5 days a week for the full semester , unless otherwise arranged;
- be at school during the entire time period as classroom teachers in the building. The only reason a teacher candidate may be excused earlier than the end of a school day is to attend a scheduled seminar class at the college;
- follow the school site calendar, not the college calendar. When holidays and vacations differ, TCs follow the school calendar while student teaching. Weather related cancellations follow the same policy. If a school is closed or instruction is interrupted for an extended period of time, the Office of Partnerships and Placements will work with others in FSEHD to insure candidates meet certification requirements;
- attend after-school meetings, such as department or grade level meetings, workshops, faculty meetings, as well as parent-teacher conferences, and after-school events. If an event conflicts with seminar at the college, the candidate needs to work with the seminar instructor to decide which event should be attended;
- inform the CT and CS if absent from school. If a TC is absent for three or more consecutive school days (illness or family emergency), the absence must also be reported to the Director of OPP and a doctor's note, or other documentation, must be supplied. The Director of OPP will decide if the placement should be extended beyond the official student teaching end date. If the placement is extended, a make-up timeline will be created with all parties involved and may include earning an Incomplete for the semester;
- complete the entire student teaching placement with the assigned cooperating teacher to meet requirements for certification.

Who is the Teacher of Record?

TCs are never the teacher of record, even during the immersion phase. Graduate and undergraduate teacher candidates may not serve as a substitute for the cooperating teacher or another teacher while student teaching. The teacher candidate cannot be hired by the district in any capacity while student teaching. The CT is the teacher of record and is legally responsible for the classroom. Questions regarding this policy should be directed to the Director of Partnerships and Placements.

Chalk and Wire: the FSEHD assessment system

All teacher candidates, college supervisors and cooperating teachers in the Feinstein School of Education and Human Development (FSEHD) programs leading to teacher certification use Chalk and Wire (C&W). During the student teaching semester, TCs submit lesson plans, unit plans, reflections, etc., within C&W. The college supervisor and cooperating teacher assess submissions within C&W. Rhode Island Innovations Consortium Educators Evaluation (RI-ICEE) student teaching observation and Professional Behavior Indicators (PBI) scores are housed within C&W. FAQs about Chalk and Wire can be found in this [document](#).

Assessments

Timely feedback is critical to TC development, therefore the timeline and expectations for the formal assessments are pre-determined. Using the Three Phases of Student Teaching and the [Assessment Timeline](#), the team should create a plan/timeline at the beginning of the student teaching experience. Assessments are submitted electronically through Chalk & Wire and training is provided at the Clinical Preparation Networking and Training Forum. All questions about Chalk & Wire should be sent to chalkandwire@ric.edu.

Rhode Island Consortium Educator Evaluation ([RI-ICEE](#))

The [RI-ICEE](#) instrument is a standards-based instrument that has performance expectations for the various levels. The instrument is used for the evaluation of teachers of all experience levels in Rhode Island. The Feinstein School's expectations are described [on page 18](#).

During each student teaching placement, OPP requires [six formal evaluations](#), three each by the CT and CS observing a class taught by the TC. The second of these observations is a joint observation and requires the CT and CS to observe and evaluate the same lesson. After this observation, the team meets for a [team conference](#) (summarized below) to discuss areas for growth and areas of strength.

The midpoint, Team conference: [Assignment Description](#) (ELED Spring 2019 video analysis pilot - see seminar instructor)

In addition to discussing the second observation, the team conference will be a time to discuss a TC's progress, areas of strength, and point out areas for growth. This will lead to specific actions that address mutually agreed upon priority areas for growth. The process includes:

- The Teacher Candidate (TC) analyzing the current student-teaching experience;
- TC sharing his/her Growth Goals Action Plan in C&W with the team;
- The team discussing the experience up to the current day. The conference discussion will include the TC's narrative, the TC's Professional Growth Goal, and lesson two's observation.

Teacher Candidate Work Sample ([TCWS](#))

The TCWS is one of FSEHD's unit-wide assessments for TCs. Every aspect of the preparation and implementation of a unit of instruction is examined. The TC creates a clear picture of the contextual factors, the school and surrounding community, the students, and their families. Using this information and input from the CT, the TC addresses planning and instructional implications. The TC develops a unit of instruction, organized around the student learning outcomes and assessments designed to meet the learning needs of all students in the classroom, all of which stem from the originally identified contextual factors. During the implementation of the unit, data is collected and

analyzed. Interpretation of the results and reflection on student growth helps TCs identify their own strengths as well as areas for growth. The TCWS is a seminar assignment and questions about it should be referred to the seminar instructor.

Professional Dispositions.

All members of the team will complete the [FSEHD Anchored Disposition instrument](#) which uses descriptions of behavior associated with the dispositions be evaluated to help with evaluating the TC's level of achievement of the different dispositions.

In Spring 2019, the CT will also use the [Professional Behavior Indicators Inventory](#), ranked on a scale of 1 (unacceptable) through 6 (target) to evaluate the TCs strengths in these areas to help with the transition to the new FSEHD Anchored Disposition instrument. The eight dispositions are listed below:

1. The teacher candidate treats his/her supervisor, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty. (Caring Nature/Concern for Others)
2. The teacher candidate is on time and is prepared. (Work Ethic)
3. The teacher candidate dresses professionally. (Work Ethic)
4. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments. (Passion for Learning)
5. The teacher candidate balances collaboration (with his/her supervisor, other professionals, etc.) and independent work in a professional manner. (Adaptability)
6. The teacher candidate is a thoughtful listener to his/her students. (Caring Nature/Concern for Others)
7. The teacher candidate maintains a nonjudgmental stance toward students. (Commitment to Equity)
8. The teacher candidate is an advocate on behalf of students when the opportunity presents itself. (Commitment to Equity)

Student Teaching Exit Survey

At the completion of the student teaching placement, the TC must complete the Student Teaching Exit Survey and Program Evaluation Survey in Chalk and Wire. It addresses the TC's perception of the placement, from the nature of the student teaching site, aspects of the mentoring of the CT and CS, to reflections on the three observations of school staff and teachers other than the CT in the culmination phase. The reflection pieces from the culmination phase will each range from 30 to 50 words. The survey is confidential and the responses will not be share with the CS and CT.

The three phases of student teaching

The team will organize duties and responsibilities within the time frame below and determine the rate of progression through each phase of student teaching. The exact number of days in each phase is up to the team, as long as the evaluation is consistent with the assessment timeline.

Description of phase	14-WEEK PLACEMENT timeline	7-WEEK PLACEMENT timeline
	Summary of items to address in phase	
Phase I: Induction		
Phase I is the TCs introduction to the classroom. The TC observes and engages in non-academic responsibilities. The TC gradually assumes additional responsibilities and should begin to plan and implement lessons with students. In most programs, at the end of the first or second week, the CS, CT and TC make plans for creating the Teacher Candidate Work Sample.	Week 1-2	Week 1-2
	<ul style="list-style-type: none"> ● Observe students, class, school ● Meet school staff ● Learn culture, rules, routines of school ● Begin to engage, plan, and implement lessons ● Identify and plan unit(s) to be taught 	
Phase II: Immersion		
Phase II is the progressive sequential involvement during which time TC undertakes greater responsibility for daily teaching. During the second phase of student teaching, the TC assumes complete responsibility for the day-to-day operations of the classroom (four-week minimum for a full placement, two-week minimum for a split placement). Full-time student teaching for secondary education TCs is defined as a minimum of three class preparations. If TC is in a split placement, TC meets this two-week requirement in each placement. ¹	Week 3 – 12 (~10 weeks)	Week 2 – 6 (~4 weeks)
	<ul style="list-style-type: none"> ● Assume more classroom responsibilities ● Consult with team to create Professional Growth Goals ● Teach unit based on the TCWS ● Maintain the day to day operations of the classroom for a minimum of four weeks for full placement, two weeks for split placement 	

¹ Complete responsibility for all classroom duties, administrative and instructional, occurs only after the cooperating teacher, the college supervisor and student teacher have reached consensus. If the teacher candidate is not deemed ready for total responsibility for the classroom for a minimum of four weeks for a full placement and two-week minimal for a split placement), the teacher candidate will not complete the student teaching experience until able to successfully accept total responsibility for the required time. Phase II normally encompasses a period of ten to eleven weeks for a full placement; less time for shorter placements.

Phase III: Culmination		
<p>Phase III closes with the transition of the classroom back to the CT. This phase normally occurs over a one to two week period. During this phase, each TC is required to conduct three 45 to 60-minute observations outside of the assigned placement classroom. The TC will work with the team to create a schedule for each observation. The TC will observe one school administrative staff member, (e.g., the administrator responsible for student discipline, the guidance counselor, and the media specialist), one teaching staff from a similar or the same grade level/area as the TC, and one teaching staff from an area that is different than the TC's current placement. These observations should include some question/answer time with the staff person visited. The TC's reflections on this visit will be recorded in the student teaching exit survey administered through Chalk and Wire.</p>	Week 13 - 14 (1 or 2 weeks)	Week 6 - 7 (1 or 1.5 weeks)
	<ul style="list-style-type: none"> ● Transition the classroom back to the CT ● Complete TCWS for scoring by due date ● Visit and observe in other classrooms and school areas. In the Exit Survey the TC will respond to the following prompts: <ul style="list-style-type: none"> ○ School administrator: in what ways does this person's role support you in your role? ○ Two teachers: what strategies for student engagement, mannerisms, or pedagogical tools did you observe that you might incorporate into your own instruction? ● Complete the Student Teaching Exit Survey 	

Problem Resolution Protocol

If there is a communication breakdown within the team, arrange time to talk with that person. For example, if there is a communication breakdown between the TC and CT, the TC should arrange to meet and talk outside of classroom time. The next step would be to meet as a team, having dialogue between the TC, CT, and the CS.

If the concern persists, contact the Director of the Office of Partnerships and Placements who may plan an informal conference to help resolve the issue. If an issue cannot be resolved at this informal level then the director will consult with the chair of the department and other appropriate persons to a resolution.

If the problem is a serious breach of professional conduct, the director and the chair of the appropriate department confer with school-based personnel and a decision is reached. The decision may be the end of a placement and/or removal from a FSEHD program.

Professional Guidelines for Student Teaching

Professional Conduct. Professional conduct includes adhering to school district and college policies that describe proper dress, punctuality, attendance, and socialization with students. TC may be removed from student teaching and the FSEHD for violation of school district and college policies.

Confidentiality of Student Information. Confidentiality of student information is expected and required.

Substitute Teaching and Employment by the School District. TC may not be used as a substitute teacher. If CT is absent for **more** than one-half day, a substitute must be appointed to supervise the class and the TC. If the CT is absent for one-half day, the principal or designated leader is responsible for TC. The TC may not serve as a paid employee in the cooperating school during the student teaching

experience.

Use of Personal Automobiles. Transportation to and from the cooperating school is TC responsibility. TC may not transport students in a private automobile. This policy includes, but is not limited to, field trips officially sanctioned by the school.

Appropriate Clothing. Wear clean, neat, and modest attire. Footwear should complement a professional attire.

Use of Cell Phones and Other Personal Devices. TC is allowed to carry a cell phone, but not permitted to make personal calls, text, emails, etc. during the school day when in the classroom. District and school rules about cell phones must be followed. Ask about these. Discretion should be used. Personal computers and tablets should only be used for educational purposes in the classroom setting. Never assume your definition of appropriate is someone else's definition.

Harsh/Corporal Punishment. Under no circumstances may TC use harsh/corporal punishment, threaten to use harsh/corporal punishment, cause harsh/corporal punishment to be used, or be an official witness to harsh/corporal punishment. If you see something, say something. Remember your [mandatory reporting](#) mandate (end of this document).

Legal Responsibilities. Most school districts provide liability coverage for teachers assigned to their schools. Such coverage is available to assist in the defense fees and damage costs due to action taken by a student or parent. This coverage is available only if no violation has occurred of any school district policies or regulations in carrying out job responsibilities.

Sexual Harassment. Rhode Island College affirms its commitment to ensuring an environment for all students and employees which is fair, humane, and respectful; an environment which supports and rewards student and employee performance on the basis of relevant considerations such as ability and effort, and which is free of discriminatory, inappropriate, and disrespectful conduct or communication. As an institution of higher education dedicated to fostering and upholding higher order values of human dignity and respect for the individual, Rhode Island College expects a standard of professional behavior and comportment which exceeds that minimally prescribed by law. Behaviors that assert sexuality as relevant to employee or student performance are damaging to this environment in that they compromise institutional integrity and undermine traditional academic values. The College encourages efforts to increase campus awareness of the problems of harassment, and it supports the efforts of faculty, staff and students to provide support and guidance for those members of its community who believe that they have been victims of harassment. If you believe you are a victim of sexual harassment, consult with the Director of the Office of Partnerships and Placements.

Social Media. If you choose to be active on social media, be professional on Facebook, Twitter, Instagram, and other social media sites. DO NOT post anything you do not want a potential employer to see. DO NOT "friend" (or send pictures or messages) any PK-12 students and DO NOT establish special relationships with parents or guardians. DO NOT post pictures or videos of PK-12 students, unless explicitly authorized in writing by host district or school. DO NOT disclose any children, family, or teacher names or describe them on social media. Always look at your role as a RI educator. A social media violation may result in termination from student teaching and/or FSEHD.

Mandatory Reporting

Each school has policies in place for all adults in their school. Teacher candidates are responsible *for asking, knowing, and following these policies. See the [appendix \(Mandatory Reporting guidelines/policy\)](#) for more details.*

Next steps for teacher certification

Rhode Island Initial Teacher Certification Requirements

Certification by the Rhode Island State Department of Education (RIDE), Office of Educator Excellence and Certification Services, is contingent upon successful completion of an approved teacher education program, successful completion of the appropriate certification test(s), and fulfillment of all obligations to the college. RIDE will not issue a teacher certification license without a current confer date on a completer's transcript. The TC is considered a completer when all requirements for graduation have been met.

Rhode Island Teacher Certification Application

As an applicant for a Rhode Island teaching certificate, most RIC graduates file through RIDE's eCert system for certification after the Director of the Office of Partnerships and Placements has verified each certification. All verifications are completed after graduation. Some applicants must complete a paper process through RIDE, per RIDE's requirement. The Director will let each applicant know which process should be followed.

The Cooperating Teacher

The Cooperating Teacher (CT) is the classroom teacher of record, who oversees the day-to-day work and is responsible for the mentoring, coaching, supervision and evaluation of the TC during the student teaching experience. The roles and responsibilities of the Cooperating Teacher are to:

- accept the teacher candidate/student teacher (TC) as a professional novice and provide a warm, supportive atmosphere in the classroom and school;
- familiarize the TC with instructional materials, supplies, and equipment;
- assume the role of mentor in anticipating needs, addressing apprehensions, minimizing fears and supporting expectations of the TC;
- establish a mutually agreed upon plan of activities leading from observation to full-time teaching;
- model the characteristics of a reflective practitioner to foster effective teaching and learning and provide feedback on their performance;
- participate in regular conferences with the college supervisor and contact the supervisor with questions or requests for assistance;
- develop a schedule for providing formal assessment of the TC with the CS;
- complete the on-line training for the RI-ICEE instrument and the face to face training at the clinical preparation workshop at the beginning of the term;
- evaluate the performance of the student teacher using the RI-ICEE instrument as per the [assessment timeline](#);
- participate in one joint observation with the CS (Observation two);
- participate in at least one team meeting with the CS and TC to discuss and identify strengths and professional growth areas, including the [team conference](#) to follow the second observation;
- advise and review the TC's work in the teacher candidate work sample (TCWS);
- involve the TC in planned opportunities to observe and participate in a variety of professional experience, such as PTA meetings, parent conferences, student clubs, field trips, and professional/staff meetings;
- contact the OPP Director if you have continuing concerns about the TC, although your first step is to follow the [Problem Resolution Protocol](#).
- submit a Satisfactory or Unsatisfactory grade at the end of the placement (in the Exit Survey) in Chalk and Wire;
- submit an Exit Survey at the end of the placement in Chalk and Wire;
- apply electronically through FSEHD-RICpay and submit a completed hard copy W-9 to RIC accounting for compensation.

Provide Feedback to Teacher Candidate

Effective and constructive evaluation is essential to the student teaching experience. Apart from the formalized evaluation tools, it is equally important to provide day-to-day feedback to the TC.

Maintaining open and honest communication is critical. The cooperating teacher should be able to answer the TC's questions, give suggestions and honest feedback, and share in the experience of the TC. We expect the TC to positively influence student learning of PK-12 students.

TC assessment: the Rhode Island Consortium Educator Evaluation (RI-ICEE)

The primary tool of formal evaluation for TC classroom performances is the Rhode Island Innovations Consortium Educator Evaluation (RI-ICEE). Training to calibrate you in the application of this instrument for evaluating the TC's performance is required and has both on-line and face-to-face components. The RI-ICEE evaluation instrument is a standards-based instrument that has performance expectations for the various levels. The instrument is used for the evaluation of teachers of all experience levels in RI. RIC's expectation is described [at this link](#).

CTs are required to complete three formal observations of the student teacher throughout the placement. The second of these observations is a required joint observation with the CS. A team conference will follow the second observation.

The timeline and expectations for the formal assessments are pre-determined because timely feedback is critical to TC development. Therefore, set up a mutually agreed upon plan with the team at the beginning of the student teaching placement. Assessments are submitted electronically through Chalk & Wire. Training is provided at the Network and Training Forum. A list of C&W FAQs is [here](#). All other questions about Chalk & Wire should be sent to chalkandwire@ric.edu.

Assessing Dispositions

FSEHD is adopting a new dispositions instrument which is completed by each of the team members. This instrument is an "anchored" assessment, where behaviors are provided which are associated with the dispositions being assessed. the instrument can be found at this [page](#).

Additionally, the [Professional Behavior Inventory](#) (PBI) will remain part of the student teacher evaluation for at least Spring 2019. CTs are to observe and evaluate the professionalism of the TC and complete the PBI in Chalk and Wire at the first and third observation. The PBI includes factors such as the caring nature and concern for others, work ethic, passion for learning, adaptability, and commitment to equity.

Teacher Candidate Work Sample

The Teacher Candidate Work Sample (TCWS) is RIC's unit-wide assessment for TCs. It looks at every aspect of the TC's preparation and implementation of a unit of instruction. This work is submitted through the TC's seminar class. As the CT, you support the TC in the development of their TCWS through review and mentoring.

Compensation

CTs are compensated with a stipend through FSEHD-RICpay <https://www.surveygizmo.com/s3/3109878/FSEHD-RICpay-org> at the end of the student teaching placement and after all requirements (RI-ICEE, PBIs, Grade Submission, and Exit Survey) are submitted through Chalk and Wire. Please do not submit for payment, until the due dates listed on the timelines. **In addition to completing the on-line compensation application, a completed hard copy of the [W-9](#) form must be submitted to the Accounting Office at RIC to complete the process.** Compensation takes approximately 6-8 weeks after filing with FSEHD-RICpay.

The College Supervisor

The College Supervisor (CS) is a Rhode Island College faculty member responsible for guidance, supervision, and evaluation of the Teacher Candidate in consultation with the classroom Cooperating Teacher. The roles and responsibility of the CS are to:

- work with TC's team and communicate with Office of Partnerships and Placements;
- share observation feedback and solicit information from the CT in order to help develop the skills of the TC;
- review [Problem Resolution Protocol](#) if there is a concern about the teacher candidate (TC);
- develop a [schedule for providing formal assessment of the TC with the team](#);
- participate in regular conferences with the team;
- assume the role of mentor in anticipating needs, addressing apprehensions, minimizing fears and supporting expectations of the TC;
- complete the face to face training for the RI-ICEE instrument at the Network and Training Forum at the beginning of the term and the on-line RI-ICEE module;
- evaluate the performance of the student teacher using the RI-ICEE instrument as per the [assessment timeline](#);
- participate in one joint observation with the CT (Observation two);
- participate in at least one team meeting with the CT and TC to discuss and identify strengths and professional growth areas, including the team conference to follow the second observation;
- review and evaluate the TC's work in the teacher candidate work sample (TCWS);
- contact the OPP Director if you have continuing concerns about the TC;
- submit a Satisfactory or Unsatisfactory grade at the end of the placement (in the Exit Survey) in Chalk and Wire;
- submit an Exit Survey at the end of the placement in Chalk and Wire.

Providing Feedback to the TC

Effective and constructive evaluation is essential to the student teaching experience. Apart from the formalized evaluation tools, it is equally important to provide regular feedback to the TC. Maintaining open and honest communication is critical. It is expected that the TC positively influence student learning in PK-12 students.

TC assessment: the Rhode Island Innovations Consortium Educator Evaluation (RI-ICEE)

The RI-ICEE evaluation instrument is a standards-based instrument that has performance expectations for the various levels. The instrument is used for the evaluation of teachers of all experience levels in RI. RIC's expectation is described [at this link](#).

The primary tool of formal evaluation for TC classroom performances is the Rhode Island Innovations Consortium Educator Evaluation (RI-ICEE). Training to calibrate you in the application of this instrument for evaluating the TC's performance is required and has both on-line and face-to-face components.

CSs are required to complete three formal observations of the student teacher throughout the placement. The second of these observations is required to be completed in conjunction with the CS. A team conference will follow the second observation.

The timeline and expectations for the formal assessments are pre-determined because timely feedback is critical to TC development. Therefore, set up a mutually agreed upon plan with the CT and TC at the beginning of the student teaching placement. Assessments are submitted electronically through Chalk & Wire. Training is provided at the Network and Training Forum. A list of C&W FAQs is [here](#). All other questions about Chalk & Wire should be sent to chalkandwire@ric.edu.

Teacher Candidate Work Sample

The Teacher Candidate Work Sample (TCWS) is RIC's unit-wide assessment for student teachers. It looks at every aspect of the student teacher's preparation and implementation of a unit of instruction. The role of the college supervisor with the TCWS is determined by the department.

Professional Dispositions.

All members of the team will complete the [FSEHD Anchored Disposition instrument](#) which uses descriptions of behavior associated with the dispositions be evaluated to help with evaluating the TC's level of achievement of the different dispositions.



Teacher Candidate Observation Expectations (ICEE)

RI Innovation Consortium Educator Evaluation (RI-ICEE Observation Rubric)

Feinstein School of Education and Human Development (FSEHD)

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 RI-CEE 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.

Table 1. Scoring Key for RI-ICEE Effectiveness Ratings:			
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** awarded by the CS and 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.

Assessment Timelines and Related Information
for College Supervisors, Cooperating Teachers, Student Teachers
 Specific dates will be distributed at the beginning of the semester.

RI Innovation Consortium Educator Evaluation (RI-ICEE) – Completed by College Supervisor and Cooperating Teacher

Professional Behavior Indicators (PBI) – Completed by Cooperating Teacher

Dispositions - completed by College Supervisor, Cooperating Teacher and Teacher Candidate

FULL SEMESTER: First day of RIC classes - end of semester

Requirement and who completes	Dates that scores must be submitted in Chalk and Wire
RI-ICEE 1 & PBI 1 - CT RI-ICEE 1 - CS	End of Week 5
RI-ICEE 2 - Concurrent evaluation & team conference - CT & CS Elementary Education Video analysis team conference	End of Week 9 End of Week 10
RI-ICEE 3 & PBI 2 - CT RI-ICEE 3 - CS	End of Week 12
Dispositions – CT, CS, & TC and Exit Survey and Grade (S or U) - CT & CS CT Stipend	End of Week 14 Stipend link will be provided
TCWS - TC completes, Seminar Instructor scores	End of Week 14

SPLIT-PLACEMENT/FIRST-HALF SEMESTER: First day of RIC classes - March 8, 2019

Requirement and who completes	Dates that scores must be submitted in Chalk and Wire
RI-ICEE 1 & PBI 1 - CT RI-ICEE 1 - CS	End of Week 3
RI-ICEE 2 - Concurrent evaluation & team conference - CT & CS	End of Week 5
RI-ICEE 3 & PBI 2 - CT RI-ICEE 3 - CS	End of Week 7
Dispositions – CT, CS, & TC and Exit Survey and Grade (S or U) - CT & CS CT Stipend	End of Week 7 Stipend link will be provided
TCWS - TC completes, Seminar Instructor scores	End of Week 7

SPLIT-PLACEMENT/SECOND HALF SEMESTER: Mid-Semester - end of semester

Requirement and who completes	Dates that scores must be submitted in Chalk and Wire
RI-ICEE 1 & PBI 1 - CT RI-ICEE 1 - CS	End of Week 3
RI-ICEE 2 – Concurrent evaluation & team conference - CT & CS	End of Week 5
RI-ICEE 3 & PBI 2 - CT completes RI-ICEE 3 - CS completes	End of Week 7
Dispositions – CT, CS, & TC and Exit Survey and Grade (S or U) - CT & CS CT Stipend	End of Week 7 Stipend link will be provided
TCWS - TC completes, Seminar Instructor scores	End of Week 14

Chalk & Wire Frequently Asked Questions

1. How is C&W used for student teaching?

C&W is the online tool used for student teaching assessments. Student teachers upload lesson plans for their cooperating teachers and college supervisors and they give access to the assessments tool to both accessors. The assessment tools include RI-ICEE, PBI, and department specific program indicators. Exit Surveys and Grade Submission are also submitted through C&W.

2. Are all student teachers assessed using all the same tools?

The assessment tools RI-ICEE and PBI are used for all student teachers. In addition, programs may identify additional assessment tools. Check with college supervisors for specifics.

3. How do I log into C&W?

Office of Partnerships and Placements (OPP) shares names and emails with C&W staff, who connect accounts of student teachers, college supervisors, and cooperating teachers.

4. Do I need to purchase C&W?

Only students purchase C&W accounts. Free access is given to college supervisors and cooperating teachers. Student teachers should contact chalkandwire@ric.edu for more information.

5. I believe I have an active C&W account, but I forgot my password. What should I do?

Contact chalkandwire@ric.edu.

6. *My C&W account has expired, what should I do?*

Contact chalkandwire@ric.edu about extending an account rather than subscribing as a new account.

7. *Are there any tutorials I can review?*

Yes, look at userguide.chalkandwire.com.

8. *Should I send C&W questions to the C&W support center listed on the company's pages?*

No. Always send C&W questions to RIC's C&W support team at chalkandwire@ric.edu.

9. *Where can find answers to other C&W questions?*

Go to RIC's C&W support page on our website.

http://www.ric.edu/studenttoolbox/chalk_wire/index.htm

Mandatory Reporting

PROTOCOL FOR REPORTING CHILD ABUSE AND NEGLECT

All school districts will have a policy or protocol regarding reporting child abuse and neglect. While there may be some variance in the order of the steps in different districts, the following remains true regardless.

All employees and TCs of FSEHD are mandated reporters and are required to follow the law and the Protocol for Reporting Child Abuse and Neglect. When any person employed by FSEHD has reasonable cause to know or suspect that any child, whether a student at the school or any other child, has been abused or neglected (as defined below) or has been a victim of sexual abuse by another child, the employee shall, within twenty-four (24) hours, transfer that information to the Department of Children Youth and Families. Additionally, any person employed by FSEHD who has reasonable cause to know or suspect that any child has been the victim of sexual abuse by an employee, agent, contractor, or volunteer of an educational program as defined by RIGL §40-11-2 shall, within twenty-four (24) hours, transfer that information to the Department of Children Youth and Families, who shall immediately forward the report to state police and local law enforcement, and shall initiate an investigation of the allegations of sexual abuse.

Reports may be made by calling the DCYF Child Abuse Hotline at 1-800-RI-CHILD from a telephone in the school office or classroom, or the reporter's home or cell phone, as long as every effort is made to ensure confidentiality. Reports are taken at the Child Abuse Hotline twenty-four hours per day, seven days per week.

The employee should be prepared to provide the following information, if it is available, to the person answering the Child Abuse Hotline: name, age, and grade of the child; the school name, address and telephone number; contact information on file at school for the child's family, including the name, address and telephone number of the child's mother; the condition of the child; reason for the suspicion; present location of the child; name and telephone number of the person making the report.

At the time of making the report to the DCYF Child Abuse Hotline, or as soon possible thereafter, the reporter should complete the attached "Child Abuse Reporting Form" and immediately forward a copy to the school principal. The original Child Abuse Reporting Form should be maintained by the reporter as verification that the mandated report to DCYF has been made. The reporter should make himself or herself available as needed to provide any follow up information to the Child Protective Investigator assigned to the case.

Any person making or participating in making a good faith report has immunity from any civil or criminal liability (RIGL §40-11-4).

Any person who knowingly fails to report or prevents any person from making a reasonable report is subject to a fine of \$500.00 or imprisonment up to one year or both (RIGL §40-11-6.1).

All records concerning reports of child abuse and neglect, including reports made to the DCYF Hotline, are confidential and must not be disclosed, except when otherwise permitted by law. (RIGL §40-11-13).

Records maintained at the school that are related to reports of child abuse and neglect should be retained separate from the student's educational records and retained only so long as deemed appropriate by the school's legal counsel.

"Reasonable cause to know or suspect" child abuse or neglect is defined as "facts and circumstances based upon as accurate and reliable information as possible that would justify a reasonable person to suspect that a child is abused or neglected. The facts and circumstances may include evidence of an injury or injuries, and the statements of a person worthy of belief, even if there is no present evidence of injury".

Rhode Island law defines an "abused and/or neglected child" as a child whose physical or mental health or welfare is harmed or threatened with harm when his or her parent or other person responsible for his or her welfare:

- (i) inflicts or allows to be inflicted upon the child physical or mental injury, including excessive corporal punishment; or
- (ii) creates or allows to be created a substantial risk of physical or mental injury to the child, including excessive corporal punishment; or
- (iii) commits or allows to be committed, against the child, an act of sexual abuse; or
- (iv) fails to supply the child with adequate food, clothing, shelter, or medical care, though financially able to do so or offered financial or other reasonable means to do so; or
- (v) fails to provide the child with a minimum degree of care or proper supervision or guardianship because of his or her unwillingness or inability to do so by situations or
- (vi) conditions such as, but not limited to, social problems, mental incompetency, or the use of a drug, drugs, or alcohol to the extent that the parent or other person responsible for the child's welfare loses his or her ability or is unwilling to properly care for the child; or

- (vii) abandons or deserts the child; or
- (viii) sexually exploits the child in that the person allows, permits or encourages the child to engage in prostitution as defined by the provisions in section 11-34.1-1 et seq., entitled “Commercial Sexual Activity; or
- (ix) sexually exploits the child in that the person allows, permits, encourages or engages in the obscene or pornographic photographing, filming or depiction of the child in a setting which taken as a whole suggests to the average person that the child is about to engage in or has engaged in, any sexual act, or which depicts any such child under eighteen (18) years of age, performing sodomy, oral copulation, sexual intercourse, masturbation, or bestiality; or
- (x) commits or allows to be committed any sexual offense against the child as such sexual offenses are defined by the provisions of chapter 37 of title 11, entitled “Sexual Assault”, as amended; or
- (xi) commits or allows to be committed against any child an act involving sexual penetration or sexual contact if the child is under fifteen (15) years of age; or if the child is fifteen (15) years or older, and (1) force or coercion is used by the perpetrator, or (2) the perpetrator knows or has reason to know that the victim is a severely impaired person as defined by the provisions of § 11-5-11, or physically helpless as defined by the provisions of § 11-37-6.

“Mental injury” includes a state of substantially diminished psychological or intellectual functioning in relation to, but not limited to, such factors as: failure to thrive; ability to think or reason; control of aggressive or self-destructive impulses; acting-out or misbehavior, including incorrigibility, ungovernability, or habitual truancy; provided, however that the injury must be clearly attributable to the unwillingness or inability of the parent or other person responsible for the child’s welfare to exercise a minimum degree of care toward the child.