

## CEC Assessment #6: Additional Assessment Professionalism Entry

### **a. A brief description of the assessment and its use in the program**

The Professionalism Rubric is designed to assess the ability of the teacher candidate's ability to work collaboratively with a variety of learners, families, professional colleagues, and community members, and demonstrate commitment to their own professional growth. Candidates' also must understand and follow legal and ethical standards that protect the rights of students with exceptional learning needs (ELNs) and their families. The Professionalism Rubric is one of the final assessments completed during student teaching. Teacher candidates' professionalism is collaboratively evaluated by both the college and school-based clinicians. Throughout their student teaching experience, teacher candidates must behave in accordance to school/district policies and procedures related to effective programming for students with ELNs, their families, and colleagues. The Professionalism Rubric components assess their knowledge of CEC Standard #9 Professional/Ethical Practice and CEC Standard #10 Collaboration.

### **b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.**

The Professionalism Rubric relates most directly to the Council for Exceptional Children Standards #9 and #10. Italicized words that relate to each standard are provided to highlight the primary area focused on in the Professionalism Rubric.

#### **CEC STANDARD 9: Professional and Ethical Practice.**

How assessment aligns with CEC Standard #9: In the Professionalism Rubric, teacher candidates are assessed on their ability to follow school policies and procedures and respect the boundaries of their professional responsibilities when working with students, families, and colleagues by *practicing within the CEC Code of Ethics and other standards of the profession* (ICC9S1) and by *reflecting on one's practice to improve instruction and guide professional growth* (ICC9S11). Teacher candidates are also assessed on their ability to demonstrate an awareness of the importance of *engaging in professional activities that benefit individuals with ELN, their families, colleagues and their own professional growth* and an awareness of *ethical responsibilities to advocate for appropriate services for individuals with ELN* (ICC9K2, ICC9S3, ICC9S12, IGC9S1). Teacher candidates quickly establish working relationships with school professionals, using *verbal, nonverbal and written language effectively* (ICC9S8) and behaving in ways that demonstrate commitment to *developing the highest education and quality-of-life potential of individuals with ELN and sensitivity for culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals* (ICC9S5-6). In addition, teacher candidates conduct their practice consistent with *high standards of competence and integrity and in compliance with applicable laws and policies* (ICC9S2, ICC9S4). Teacher candidates are also offered opportunities to *conduct self-evaluation of instruction and obtain assistance as needed* (ICC9K1, ICC9S7). During their placements, teacher candidates are encouraged to participate in *professional development activities* and the *activities of professional organizations* to further their learning (ICC9K3, ICC9S12, IGC9S1) and to utilize these sources as to *access information on exceptionalities and evidence-based practices* (ICC9K4, ICC9S13).

Aspects of the standard are assessed in rubric sections: Awareness of School Policies and Procedures, Awareness of Professional/Ethical CEC Codes of Practice & Self-Assessment/Plans for Professional Growth, and Awareness of Students/Families Rights & Consistent Behavior according to Student Teacher Handbook.

#### **CEC STANDARD 10: Collaboration.**

How assessment aligns with CEC Standard #10: During their student teaching, teacher candidates must effectively collaborate with their colleagues (ICC10K4, IGC10K4, IGC10S2) and develop relationships with parents/guardians (ICC10K2, ICC10K4, IGC10K1, ICC10S2-4, ICC10S10, IGC10S3) by demonstrating knowledge of the *models and strategies of consultation and collaboration* (ICC10K1). They must effectively collaborate with *families, colleagues, and other related service providers/personnel in culturally responsive ways* (ICCK1-4, ICC10S6, ICC10S2-8) and are assessed using the Professionalism Rubric. Clinicians must assess the candidate's ability to serve as a

collaborative *resource to their colleagues* (ICC10S6, ICC10S9, ICC10S11) as they must develop constructive relationships with colleagues (general education teachers, colleagues in special education, related service personnel, paraeducators, and administrators) to better meet the needs of students with exceptional learning needs in a variety of environments (ICC10S4, ICC10S11, IGC10S4, IGC10S1). Teacher candidates attend IEP meetings, and are active participants: they engage families in meaningful communication regarding student needs including behavioral needs, communication challenges, academic and functional skills (ICC10S4, ICC10S5, IGC10S3).

Aspects of the standard are assessed in rubric sections: Constructive Relationships with Colleagues, Constructive Relationships with Families, and Awareness of School Policies and Procedures.

**c. A brief analysis of the data findings;**

**Fall 2007 – Spring 2009:** Since Fall 2007, data at the rubric component level and the **undergraduate** teacher candidate’s overall performance on the Professionalism Rubric was collected for candidates in the **B.S.**

**Elementary/Middle Program in Mild/Moderate Disabilities.** Data from this time period indicated that *all* students either achieved the acceptable or target level on the overall assessment of professionalism. Candidates who do not receive an overall acceptable level of performance on the Professionalism Rubric are required to repeat student teaching.

**Spring 2010 – Fall 2010:** Analysis of the performance levels of the 97 teacher candidates on the Professionalism Rubric (CEC Standards 9 and 10) over the past year can be summarized as:

		Developing	Acceptable	Target
Constructive working interactions with colleagues.	CEC 10	1%	17.5%	81.5%
Constructive working relationships with families and respectful of their diversity.	CEC 10		43.5%	56.5%
Awareness of school policy and behavior consistent with school policy and professional interactions.	CEC 9,10	1%	20%	79%
Awareness of and behavior consistent with the professional and ethical codes of practice outlined by the Council for Exceptional Children. Self assessment of professionalism and plans for continued growth.	CEC 9		24.5%	75.5%
Awareness of the rights of students and families and action that is respectful of such rights. Familiar with and behavior consistent with content of the Student Teacher Handbook.	CEC 9,10		34.5%	65.5%
Overall Rating			24.5%	75.5%

**Spring 2010-Fall 2010**

Analysis of data indicate that **all** (97) teacher candidates received an Overall Rating of either Acceptable or Target on the Professionalism Rubric.

**An interpretation of how that data provides evidence for meeting standards:**

The overall assessment data indicate that according to Standard #9 (Professional & Ethical Practice) and Standard #10 (Collaboration), teacher candidates consistently achieved at the Acceptable or Target performance levels. There were only two instances of a candidate being labeled as Developing on a specific indicator in the Professionalism Rubric; however, this did not affect his/her final assessment rating as being either Acceptable or Target. This evaluation is done collaboratively between the College Supervisor and the school-based clinician to ensure that both perspectives are considered in the evaluation of CEC Standards 9 and 10.

## **CEC Assessment #6: Additional Assessment GUIDANCE FOR THE PROFESSIONALISM ENTRY**

### **Purpose:**

Special education teachers demonstrate an ability to work collaboratively with a variety of learners, professional colleagues, families and community members. They provide evidence of a commitment to their own professional growth through continued formal education, attendance at workshops, conferences and other professional activities, and membership in relevant professional organizations. They understand and follow policies and procedures established to protect the rights of students, families and colleagues and that delineate the ethical responsibilities of their profession. The special education teacher is cognizant of and follows procedural safeguards designed to protect the rights of children with disabilities and their parents.

### **Standards Addressed**

The following Rhode Island Professional Teacher Standards (RIPTS) and CEC standards are addressed through development of Professionalism Entry

**RIPTS Standard 7:** Teachers foster collaborative relationships with colleagues and families to support students' learning.

**RIPTS Standard 10:** Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

**RIPTS Standard 11:** Teachers maintain professional standards guided by social, legal, and ethical principles.

**CEC #9. Professional and Ethical Practice.** Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

**CEC #10: Collaboration.** Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

**CEC Assessment #6  
Professionalism Entry Rubric  
CEC Standards 9 and 10**

(RIPTS 7, 10, 11)

Indicators	Evidence	Unacceptable	Developing	Acceptable	Target
<p>Work collaboratively with their colleagues (e.g. other grade level teachers, related service providers, ESL teachers, paraprofessionals). RIPTS 7-Collaboration RIPTS 10-Reflection (CEC 10) ICC10K1-2, ICC10K4 IGC10K4, ICC10S2, ICC10S4, IGC10S1</p>	<p>Teacher candidate demonstrates constructive working interactions with colleagues in all areas of professional functioning: program development, assessment, communication, collaboration, and practice.</p>	<p>Limited or strained interactions with colleagues are evident.</p>	<p>Interactions with colleagues are becoming constructive.</p>	<p>Interacts with colleagues in a satisfactory professional manner.</p>	<p>Interacts with all colleagues in a highly professional manner.</p>
<p>Develops relationships with parents/guardians to support learning. RIPTS 7-Collaboration (CEC 10) ICC 10K1-K4, ICC10S1-4, ICC10S10</p>	<p>Teacher candidate demonstrates constructive working relationships with families and respect for their diversity by effectively consulting/ collaborating with families in development of IEPs, behavior support plans, home needs, in all communication.</p>	<p>Limited, strained or adversarial interactions with families are evident.</p>	<p>Interactions with families are becoming more constructive; respect for their diversity is emerging.</p>	<p>Demonstrates an appropriate level of awareness and sensitivity in working with families.  Plans adequately for the diversity of families.</p>	<p>Interacts with families in a very professional manner.  Interacts knowledgeably and respectfully with a diverse range of families.</p>
<p>Follow school policy and procedures and respects the boundaries of their professional responsibilities, when working with students, colleagues, and families. RIPTS 7-Collaboration RIPTS 11- Profess. Ethics (CEC 9, 10) ICC9K1-K2, ICC9S1-S8 ICC10K1</p>	<p>Teacher candidate demonstrates an awareness of school policies and procedures, and his/her behavior is consistent with school policies and procedures in all professional interactions.</p>	<p>Limited awareness of school policies and procedures and behaves in an appropriate manner in few interactions.</p>	<p>Awareness of school policies and procedures is emerging and behaves in an appropriate manner in most interactions.</p>	<p>Demonstrates an appropriate level of awareness of school policies and procedures and behaves in an appropriate manner in all interaction.</p>	<p>Demonstrate a high level of awareness of school policies and procedures, and behaves in a highly professional manner in all interactions.</p>

Indicators	Evidence	Unacceptable	Developing	Acceptable	Target
Guided by codes of professional conduct adopted by their professional organizations. Self assessment of professionalism and plans for continued growth. RIPTS 11- Profess Ethics RIPTS 10-Reflection (CEC 9) ICC9K3-4, ICC 9S1-S4, ICC9S11-13, IGC9S1	Teacher candidate demonstrates an awareness of and behavior consistent with the professional and ethical codes of practice outlined by the Council for Exceptional Children.  Teacher candidate demonstrates self assessment of professionalism and plans for continued growth.	Unaware of professional codes of behavior and/or often violates such codes.  Unaware of behavior that violates professional codes of conduct and/or has no plans for growth and development.	Awareness of codes for professional conduct and behavior consistent with such codes is limited.  Awareness of behavior relative to professional codes and plans for growth and development are emerging.	Often acts consistent with professional codes of professional conduct.  Adequately assesses own sense of professionalism and has plans for growth and development.	Always acts consistent codes for professional conduct.  Accurately assesses own sense of professionalism and has sound plans for professional growth that make use of professional associations, school and district resources.
Follow local, state and federal regulations pertaining to educational and instructional issues, including those related to students' and teachers' rights and the student teacher responsibilities. RIPTS 11- Profess Ethics (CEC 9) ICC9S4, ICC9S6, ICC9S8, ICC9S11	Teacher candidate demonstrates an awareness of the rights of students and families by being sensitive to diversity in all areas of professional functioning: program development, assessment, communication, collaboration, and practice.  Teacher candidate is familiar with and demonstrates behavior consistent with content of the Student Teacher Handbook.	Disregard for the rights of students and their families is evident.  Behavior is inconsistent with the guidelines presented in the Student Teacher Handbook	Regard for the rights of students and their families is developing.  Behavior consistent with guidelines of the Student Teacher handbook is developing.	Demonstrates an adequate understanding of the rights of students and their families.  Behavior consistent with guidelines of the Student Teacher Handbook is evident.	Demonstrates full understanding of the rights of students and their families.  Professional behavior is always consistent with guidelines of the Student Teacher Handbook.

Candidate's Name \_\_\_\_\_

**Evaluation:**                      **Unacceptable** \_\_\_\_ **Developing** \_\_\_\_ **Acceptable** \_\_\_\_ **Target** \_\_\_\_

College Supervisor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher's Signature \_\_\_\_\_ Date: \_\_\_\_\_

