

Department of Special Education Exit Portfolio
Professionalism Entry

(RIBTS 7, 10, 11)

Indicators	Evidence	Below Standard	Approaches Standard	Meets Standard	Exceeds Standard
Work collaboratively with their colleagues (e.g. other grade level, content, special education, ESL) RIBTS 7.1, 7.3; 10.1	Constructive working interactions with colleagues	Limited or strained interactions with colleagues are evident.	Interactions with colleagues are becoming constructive	Interacts with colleagues in a satisfactory professional manner	Interacts with all colleagues in a highly professional manner
Develops relationships with parents/guardians to support learning RIBTS 7.2	Constructive working relationships with families and respectful of their diversity	Limited, strained or adversarial interactions with families are evident.	Interactions with families are becoming more constructive; respect for their diversity is emerging	Demonstrates an appropriate level of awareness and sensitivity in working with families Plans adequately for the diversity of families.	Interacts with families in a very professional manner. Interacts knowledgeably and respectfully with a diverse range of families.
Follow school policy and procedures and respect the boundaries of their professional responsibilities, when working with students, colleagues, and families. RIBTS 7.4, 11.1-11.5	Awareness of school policy and behavior consistent with school policy and professional interactions	Regularly interacts with colleagues, students and their families in unproductive ways	Awareness of school policy and professional interactions is limited.	Generally interacts with colleagues, students and their families in a professional manner	Behaves in a highly professional manner in all interactions.

Candidate's Name _____

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Guided by codes of professional conduct adopted by their professional organizations. RIBTS 11.5, 10.2-10.4	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	Unaware of professional codes behavior 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/graduate intern's responsibilities. RIBTS 11.5	Awareness of students and their families rights and action that is respectful of such rights Familiar with and 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: Below Standard _____
 Meets Standard Exceeds Standard _____
 Date: 12/7/2010
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