

Severe Disabilities

Professionalism Observation Rubric

Example: ACCEPTABLE

Score based on collaborative conversation
between college supervisor and the
cooperating teacher.

Professionalism Entry Rubric

(RIPTS 7, 10, 11)

Indicators	Evidence	Unacceptable	Developing	Acceptable	Target
Work collaboratively with their colleagues (e.g. other grade level, content, special education, ESL, paraprofessionals) RIPTS 7-Collaboration RIPTS 10-Reflection (CEC 10) ICC10K1-K2, K4 IIC10K3, ICC10S6	Constructive working interactions with colleagues In program development, assessment, social, communication, physical, sensory, and/or behavioral support	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 RIPTS 7-Collaboration (CEC 10) ICC 10K1-K4 IIC10K1-K2 ICC10S2-S8	Constructive working relationships with families and respectful of their diversity Effectively consults/ collaborates with families in development of IEP, behavior support, home needs, in all communication with sensitivity to diversity of families.	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 Assists families become active, equal partners in education planning/ decisions.
Follow school policy and procedures and respect 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, K4; IIC10K2 ICC10S9, IIC10S1, IIC10S3, IIC10S4	Awareness of school policy and behavior consistent with school policy and professional interactions (Uses professional strength-based language effectively, sensitivity to family/child difference, consistent with educational law and effective practice)	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. ✓ Maintains confidentiality in all communication regarding student

Candidate's Name _____ 2

Indicators	Evidence	Unacceptable	Developing	Acceptable	Target
<p>Guided by codes of professional conduct adopted by their professional organizations.</p> <p>RIPTS 11- Profess Ethics RIPTS 10-Reflection (CEC 9)</p> <p>ICC 9S1-S4 ICC9S11-13</p>	<p>Awareness of and behavior consistent with the professional and ethical codes of practice outlined by the Council for Exceptional Children</p> <p>Self assessment of professionalism and plans for continued growth</p>	<p>Unaware of professional codes behavior often violates such codes.</p> <p>Unaware of behavior that violates professional codes of conduct and/or has no plans for growth and development.</p>	<p>Awareness of codes for professional conduct and behavior consistent with such codes is limited.</p> <p>Awareness of behavior relative to professional codes and plans for growth and development are emerging.</p>	<p>Often acts consistent with professional codes of professional conduct.</p> <p>Adequately assesses own sense of professionalism and has sound plans for professional growth that make use of professional associations, school and district resources.</p>	<p>Always acts consistent codes for professional conduct.</p> <p>Accurately assesses own sense of professionalism and has sound plans for professional growth that make use of professional associations, school and district resources.</p>
<p>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.</p> <p>RIPTS 11- Profess Ethics (CEC 9)</p> <p>ICC9S6-S8, S11</p>	<p>Awareness of students and their families rights and action that is respectful of such rights (reflects on sensitivity to diversity in all areas of professional functioning: assessment, communication, collabor., practice)</p> <p>Familiar with and behavior consistent with content of the Student Teacher Handbook</p>	<p>Disregard for the rights of students and their families is evident.</p> <p>Behavior is inconsistent with the guidelines presented in the Student Teacher Handbook</p>	<p>Regard for the rights of students and their families is developing.</p> <p>Behavior consistent with guidelines of the Student Teacher handbook is developing.</p>	<p>Demonstrates an adequate understanding of the rights of students and their families.</p> <p>Behavior consistent with guidelines of the Student Teacher Handbook is evident.</p>	<p>Demonstrates full understanding of the rights of students and their families.</p> <p>Professional behavior is always consistent with guidelines of the Student Teacher Handbook.</p>

Candidate's Name _____ Evaluation: Unacceptable _____ Developing _____ Acceptable _____ Target _____

College Supervisor's Signature *Shawn Bell* Date: 2/15/2011

Cooperating Teacher's Signature *Denise A. D'Amore* Date: 2/15/2011