

## **Severe Disabilities**

### **Professionalism Observation Rubric**

**Example: TARGET**

**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   |
|--|---|--|--|---|--|
| <p>Work collaboratively with their colleagues (e.g. other grade level, content, special education, ESL, paraprofessionals)</p> <p><b>RIPTS 7-Collaboration</b><br/><b>RIPTS 10-Reflection</b><br/>(CEC 10)<br/><b>ICC10K1-K2, K4</b><br/><b>IIC10K3, ICC10S6</b></p>   | <p>Constructive working interactions with colleagues<br/>In program development, assessment, social, communication, physical, sensory, and/or behavioral support</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</p> <p><b>RIPTS 7-Collaboration</b><br/>(CEC 10)<br/><b>ICC 10K1-K4</b><br/><b>IIC10K1-K2</b><br/><b>ICC10S2-S8</b></p>   | <p>Constructive working relationships with families and respectful of their diversity<br/>Effectively consults/ collaborates with families in development of IEP, behavior support, home needs, in all communication with sensitivity to diversity of families.</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</p> <p>Plans adequately for the diversity of families.</p> | <p>Interacts with families in a very professional manner.</p> <p>Interacts knowledgeably and respectfully with a diverse range of families</p> <p>Assists families become active, equal partners in education planning/ decisions.</p> |
| <p>Follow school policy and procedures and respect the boundaries of their professional responsibilities, when working with students, colleagues, and families.</p> <p><b>RIPTS 7-Collaboration</b><br/><b>RIPTS 11- Profess. Ethics</b><br/>(CEC 9, 10)<br/><b>ICC9K1-K2; ICC9S1-S8</b><br/><b>ICC10K1, K4; IUC10K2</b><br/><b>ICC10S9, IIC10S1, IIC10S3, IIC10S4</b></p> | <p>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)</p>  | <p>Regularly interacts with colleagues, students and their families in unproductive ways</p> | <p>Awareness of school policy and professional interactions is limited.</p>                                | <p>Generally interacts with colleagues, students and their families in a professional manner</p>  | <p>Behaves in a highly professional manner in all interactions.</p> <p>Maintains confidentiality in all communication regarding student</p>  |

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

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

Candidate's Name \_\_\_\_\_ Evaluation: Unacceptable Developing Acceptable Target ✓

College Supervisor's Signature Jason J.A. Date: 2/15/2011  
 Cooperating Teacher's Signature Dawn Jensen Date: 2/15/2011