

## 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 and their families. The Professionalism Rubric is one of the final assessments completed during student teaching/graduate internship. 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 exceptional learning needs, 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 regarding their engagement in important *professional activities that benefit individuals with exceptional learning needs, their families, colleagues and their own professional growth* (ICC9K3, ICC9S12). Teacher candidates quickly establish working relationships with school professionals, using language and behavior that demonstrates sensitivity to difference (ICC9S5-6), and conducting practice consistent with state, district and school laws and policy (ICC9S1-S6). Teacher candidates are offered opportunities to self-assess and encouraged to make plans for their own professional growth (ICC9S7, ICC9S9, ICC9S11). During their placements, teacher candidates participate in ongoing professional development activities to further their learning (IIC9S1), and research information to assist their students with exceptional needs to participate fully in school, community, and vocational opportunities as warranted by college and school-based professionals (IIC9S2-3).

Aspects of the standard are assessed in rubric sections: Awareness of School Policy, Professional/Ethical CEC Codes of Practice, Self-Assessment & Plans for Professional Growth, 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, candidates must effectively collaborate with *families, colleagues, and other related service providers/personnel in culturally responsive ways* (ICCK1-4, IIC10K1-2, 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) as they must develop constructive relationships with colleagues (general education teachers, colleagues in special education, related service personnel, paraeducators, administrators) to better meet the needs of students with exceptional learning needs in a variety of environments (ICC10S4, ICC10S11, IIC10S6) indicated on the Professionalism Rubric entry. Teacher candidates attend IEP meetings, and are active participants: they engage families in communication in meaningful student needs including behavioral needs, communication challenges, academic and functional skills (IIC10K1, IIC10S1, IIC10S3, IIC10S4).

This standard is assessed in rubric sections: Constructive Working Interactions with Colleagues, Constructive Working Relationships with Families & Respectful of Diversity, Awareness of Students/Families Rights.

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

**Fall 2007 – Fall 2009**

Since Fall 2007, data from this time period indicated that *all* (12) teacher candidates in the B.S. in Severe Disabilities performed at either the “Acceptable” or “Target” level in all components evaluated. It must be noted that candidates do not receive a letter grade on the Professionalism Rubric. Analysis of teacher candidate performance in CEC Standards 9 and 10 over the past three years can be summarized as:

All teacher candidates demonstrated constructive working interactions with colleagues	CEC 10	58 % Acceptable	42% Target
All teacher candidates demonstrated constructive working relationships with families and were respectful of their diversity	CEC 10	83 % Acceptable	17% Target
All teacher candidates acted consistent with school policy, and demonstrated professional interactions	CEC 9	50 % Acceptable	50% Target
All teacher candidates behaved consistent with professional and ethical codes of practice outlined by CEC	CEC 9	50 % Acceptable	50% Target
All teacher candidates evaluated their strengths and areas of further professional development. They convey a clear plan for continued growth.	CEC 9	50 % Acceptable	50 % Target
All teacher candidates demonstrate an awareness of student and family rights and are respectful of policy to support these rights	CEC 9 CEC 10	58 % Acceptable	42% Target
All teacher candidates demonstrate behavior consistent with standards of professional behavior consistent with the Rhode Island Beginning Teacher Standards	CEC 9	58 % Acceptable	42% Target

**Spring 2010-Fall 2010**

Analysis of data indicate that **all** (12) teacher candidates received a rating of either Acceptable or Target in all indicators on the professionalism rubric, as demonstrated in the data chart.

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

The overall assessment data indicate that according to Standards #9 Professional & Ethical Practice and #10 Collaboration candidates consistently achieve an equal number of “Target” ratings as those candidates who receive a rating of “Acceptable”. No candidate was rated as unsatisfactory on the Professionalism Rubric. 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**

(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) <b>RIPTS 7-Collaboration</b> <b>RIPTS 10-Reflection</b> <b>(CEC 10)</b> <b>ICC10K1-K2, K4</b> <b>HC10K3, ICC10S6</b></p>	<p>Constructive working interactions with colleagues 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  <b>RIPTS 7-Collaboration</b> <b>(CEC 10)</b> <b>ICC 10K1-K4</b> <b>HC10K1-K2</b> <b>ICC10S2-S8</b></p>	<p>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.</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  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. <b>RIPTS 7-Collaboration</b> <b>RIPTS 11- Profess. Ethics</b> <b>(CEC 9, 10)</b> <b>ICC9K1-K2; ICC9S1-S8</b> <b>ICC10K1, K4; HC10K2</b> <b>ICC10S9, HC10S1, HC10S3, HC10S4</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.  Maintains confidentiality in all communication regarding student</p>

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

Indicators	Evidence	Unacceptable	Developing	Acceptable	Target
<p>Guided by codes of professional conduct adopted by their professional organizations.</p> <p><b>RIPTS 11- Profess Ethics</b> <b>RIPTS 10-Reflection</b> <b>(CEC 9)</b></p> <p><b>ICC 9S1-S4</b> <b>ICC9S11-13</b></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 plans for growth and development</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><b>RIPTS 11- Profess Ethics</b> <b>(CEC 9)</b></p> <p><b>ICC9S6-S8, S11</b></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 \_\_\_\_\_ Date: \_\_\_\_\_

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

**DATA TABLE**

## Additional Assessment

## Professionalism Entry

	Fall 2007 N=1			Spring 2008 N=6			Fall 2008 N=0			Spring 2009 N=4			Fall 2009 N=1			Spring 2010 N=11		
	U/D	A	T	U/D	A	T	U/D	A	T	U/D	A	T	U/D	A	T	U/D	A	T
Constructive working interactions with colleagues (CEC 10) ICC10K1-K2, K4; IIC10K3, ICC10S6		100% (1)				100% (6)					100% (4)				100% (1)		72% (8)	28% (3)
Constructive working relationships with families and respectful of their diversity (CEC 10) ICC 10K1-K4; IIC10K1-K2 ICC10S2-S8		100% (1)			67% (4)	33% (2)					100% (4)			100% (1)			91% (10)	9% (1)
Awareness of school policy and behavior consistent with school policy and professional interactions (CEC 9/10) ICC9K1-K2; ICC9S1-S8 ICC10K1, K4; IIC10K2 ICC10S9, IIC10S1, IIC10S3, IIC10S4		100% (1)				100% (6)					100% (4)			100% (1)			9% (1)	91% (10)
Awareness of and behavior consistent with the professional and ethical codes of practice outlined by the CEC (CEC 9) ICC 9S1-S4; ICC9S11-13		100% (1)				100% (6)					100% (4)			100% (1)			9% (1)	91% (10)
Self assessment of professionalism and plans for continued growth (CEC 9) ICC 9S1-S4; ICC9S11-13		100% (1)				100% (6)					100% (4)			100% (1)			55% (6)	45% (5)
Awareness of students and their families rights and action that is respectful of such rights (CEC 9) ICC9S6-S8, S11		100% (1)			17% (1)	83% (5)					100% (4)			100% (1)			55% (6)	45% (5)
Familiar with and behavior consistent with content of the Student Teacher Handbook (CEC 9)		100% (1)			17% (1)	83% (5)					100% (4)			100% (1)			55% (6)	45% (5)
Overall Assessment of Observation		100% (1)				100% (6)					100% (4)			100% (1)			72% (8)	28% (3)

