

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 Bridi Stenmeyer

| Indicators | Evidence | Below Standard | Approaches Standard | Meets Standard | Exceeds Standard |
|--|--|---|---|---|--|
| 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 | Unaware of professional codes behavior often violates such codes. | Awareness of codes for professional conduct and behavior consistent with such codes is limited. | Often acts consistent with professional codes of professional conduct. | Always acts consistent codes for professional conduct. ✓ |
| | Self assessment of professionalism and plans for continued growth | Unaware of behavior that violates professional codes of conduct and/or has no plans for growth and development. | Awareness of behavior relative to professional codes and plans for growth and development are emerging. | Adequately assesses own sense of professionalism and has plans for growth and development | 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 Spidi Jaramala
 Evaluation: Below Standard Approaches Standard Meets Standard Exceeds Standard ✓
 College Supervisor's Signature Samuel H. Ferguson Date: 11/1/10
 Cooperating Teacher's Signature Andrea Amante Date: 11/1/10