

M.Ed. in Severe Disabilities

Professionalism Entry

TARGET

Professionalism Entry Rubric

(RIPPTS 7, 10, 11)

Indicators	Evidence	Unacceptable	Developing	Acceptable	Target
<p>Work collaboratively with their colleagues (e.g. other grade level, content, special education, ESL, transition specialists, voc trainers, employers) RIPPTS 7-Collaboration RIPPTS 10-Reflection (CEC 10) IGC9S2 ICC10K1-K2, K4 IGC10S4, IGC10S1</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 <i>Acceptable</i> <i>Relationships with administrators</i> <i>Relationships with voc trainers</i> <i>Relationships with special ed</i></p>
<p>Develops relationships with parents/guardians to support learning RIPPTS 7-Collaboration (CEC 10) ICC 10K1-K4 IGC10S3</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.</p>
<p>Follow school policy and procedures and respect the boundaries of their professional responsibilities, when working with students, colleagues, and families. RIPPTS 7-Collaboration RIPPTS 11 - Profess. Ethics (CEC 9, 10) ICC9K1-K2; ICC9S1-S8 ICC10K1</p>	<p>Awareness of school policy and behavior consistent with school policy and professional interactions</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>

Indicators	Evidence	Unacceptable	Developing	Acceptable	Target
Guided by codes of professional conduct adopted by their professional organizations.	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.
RIPPTS 11 - Profess Ethics RIPPTS 10-Reflection (CEC 9)	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.
ICC 9S1-S4 ICC9S11-12 IGC9S1					
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.	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, Collaborative practice)	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.
RIPPTS 11 - Profess Ethics (CEC 9) ICC9S6,S8, S11,S4	Familiar with and behavior consistent with content of the Student Teacher Handbook				

Teacher Candidate's Name _____

College Supervisor's Signature _____ Date: _____

Cooperating Teacher's Signature _____ Date: _____

Mr. ... is a true professional. He demonstrates effective collaboration and demonstrates professionalism in all his teaching

Evaluation: Unacceptable _____ Developing _____ Acceptable _____ Target