***Mild/Moderate Support Needs Education Specialist Competency Assessment***

Teacher Candidate:                                               University Supervisor/CT:                                       Date:

Clinical Practice Phase I              Clinical Practice Phase II

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Elements* | *Candidate Proficiency* | *I* | *II* | *III* | *IV* | *Not Yet Observed/Comments* |
| *1. Communication* | Communicate effectively with the business community, public and nonpublic agencies, to provide the cohesive delivery of services, and bridge transitional stages across the lifespan for all learners. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ |
| *2. Assistive*  *Technology* | Demonstrate knowledge of assistive technology including low and high technology equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ |
| 3. Human Development | Demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ |
| *4. Disabilities and*  *Risk Conditions* | Demonstrate comprehensive knowledge of atypical development associated with various disabilities and other conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ |
| *5. Intervention and Instruction* | Demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability specific needs. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ |
| *6. Responsive Pedagogy* | Demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, units, and lesson plans | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ |
| *7. High-Leverage Practices* | Demonstrate understanding and application of strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments (e.g. inclusive settings, co- taught settings, special day class, resource, etc.) | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ |
| *8. Creating Healthy Learning Environments* | Access site based and community resources and agencies in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language and other services. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ |
| *9. Positive Behavior Intervention Strategies* | Utilize intervention strategies that demonstrate an understanding of how decisions and common behaviors of children and adolescents enhance or compromise their health and safety (e.g. alternative seating, grouping, etc.) | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ |
| *10. Implications of Characteristics of Students with Mild/Moderate Disabilities* | Provide a continuum of services (e.g. mental health, speech, etc.) based on the characteristics of students with mild to moderate disabilities, including students identified with specific learning disabilities, mild/moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ |
| *11. Assessment and Evaluation of Students with Mild/Moderate Disabilities* | Utilize nonbiased standardized and non- standardized techniques, instruments and processes that are standards based, curriculum based, and appropriate to the diverse needs of individual students to assess the developmental, academic, behavioral,  social, communication, career and community life skills. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ |
| *12. Planning and Implementing Curriculum and Instruction* | Deliver evidence-based curricula and instructional methods that are effective with students with mild / moderate disabilities, including specially - designed curricula and methods for reading / language arts instruction for students with mild / moderate reading disorders. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ |
| *13. Behavior Support Systems* | Design and implement positive behavioral support plans and interventions based on functional behavior assessments, and, when necessary, participate in manifestation determination hearings. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ |
| *14. Case Management Practices* | Use case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services. | Little to no competency | Beginning competency | Average competency | Excellent competency | Initial: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ |

**This Teacher Candidate has completed all competencies for Mild/Moderate Support Needs Education Specialist.**

**University Supervisor or Mentor teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**