

University Supervisor completes with final assessment; Teacher Candidate stores in binder and submits to University Supervisor via Taskstream at the end of the experience.

Please download the needed rubric from the PLNU Clinical Practice website at www.plnusoe.com.

Extensive Support Needs Education Specialist Competency Assessment

Teacher Candidate:

University Supervisor/CT:

Date:

Clinical Practice Phase I

Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed/Comments</i>
1. Professional Standards	Demonstrate ethical standards, teaching, and evidence based educational practices in relation to theories, research, and regulations necessary to the provision of services to individuals with disabilities and their families.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
2. Collaboration, Communication, and Consultation	Communicate, collaborate, and consult effectively with: (1) individuals with disabilities and their parents, and primary caregivers,	Little to no competency	Beginning competency	Average competency	Excellent competency	

	<p>(2) general/special education teachers, and co-teachers, related service personnel, and administrators,</p> <p>(3) trans-disciplinary teams including but not limited to, multi-tiered intervention strategies, Section 504, IEP / IFSP / ITP. (Included in the communication is information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial: Date:
<i>3. Utilizing a Continuum of Services</i>	Establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs including procuring services by accessing other professionals and agencies to acquire information regarding students' sensory, movement, mobility, and specialized health care services.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>4. Transition</i>	Using advocacy skills, communicate effectively with the business community, public and non-public agencies, to provide the cohesive	Little to no competency	Beginning competency	Average competency	Excellent competency	

	delivery of services, and bridge transitional stages, as well as plan, implement, and evaluate transitional life experiences across the lifespan for all learners with moderate / severe disabilities, including those who are deaf-blind and/or those with additional disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial: Date:
<i>5. Assistive and Augmentative Technology</i>	Employ assistive technology (including augmentative and alternative communication technology), using low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities, using assessment data to develop needed augmentative and alternative systems.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>6. IFSP/IEP/ITP</i>	Demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes,	Little to no competency	Beginning competency	Average competency	Excellent competency	

	through planning specially- designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process, while determining the implications of mod / severe characteristics for service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial: Date:
<i>7. Collaborative and Co-Teach</i>	Collaborate, coteach, and consult with specialists, paraprofessionals and parents to work in instructional teams, enhancing curriculum and instruction of students with disabilities and providing the appropriate, safe, & consistent support across all settings.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>8. Creating Healthy Learning Environments</i>	Utilize universal precautions designed to protect the health and safety of the candidates themselves.	Little to no competency	Beginning competency	Average competency	Excellent competency	

		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial: Date:
<i>9. Utilizing Resources</i>	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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>10. Communication</i>	Use assessment data to implement instruction of communication and social skills, by creating and facilitating					

	opportunities for interaction to demonstrate student academic knowledge across all settings.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>11. Behavior Support Systems</i>	Utilize universal precautions designed to protect the health and safety of the candidates themselves.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

<p><i>12. Case Management Practices</i></p>	<p>Use case management practices and strategies for students with moderate/severe disabilities and for those referred for special education services.</p>	<p>Little to no competency</p> <p><input type="checkbox"/></p>	<p>Beginning competency</p> <p><input type="checkbox"/></p>	<p>Average competency</p> <p><input type="checkbox"/></p>	<p>Excellent competency</p> <p><input type="checkbox"/></p>	<p>Initial: _____ Date: _____</p>
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This Teacher Candidate has completed all competencies for Extensive Support Needs Education Specialist.

University Supervisor or Mentor teacher Signature: _____ Date: _____