

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.

Education Specialist

Dual Credential Mild/Moderate and Moderate/Severe

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. Communication | Communicate effectively with the business community, public, and non-public agencies to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners. | Little to no competency <input type="checkbox"/> | Beginning competency <input type="checkbox"/> | Average competency <input type="checkbox"/> | Excellent competency <input type="checkbox"/> | Initial: Date: |

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| <p><i>2. Collaboration, Communication, and Consultation</i></p> | <p>Communicate, collaborate, and consult effectively with: (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (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> | <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> |
| <p><i>3. Assistive Technology</i></p> | <p>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. Employ assistive technology (including augmentative and alternative communication</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> | |

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| | <p>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.</p> | | | | | <p>Initial: Date:</p> |
| <p><i>4. Human Development</i></p> | <p>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.</p> | <p>Little to no competency</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p>Beginning competency</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p>Average competency</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p>Excellent competency</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p>Initial: Date:</p> |
| <p><i>5. Transition</i></p> | <p>Using advocacy skills, communicate effectively with the business community, public and non-</p> | <p>Little to no competency</p> | <p>Beginning competency</p> | <p>Average competency</p> | <p>Excellent competency</p> | |

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| | public agencies, to provide the cohesive 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>6. Disabilities and Risk Conditions</i> | 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 <input type="checkbox"/> | Beginning competency <input type="checkbox"/> | Average competency <input type="checkbox"/> | Excellent competency <input type="checkbox"/> | Initial: Date: |
| <i>7. Intervention and Instruction</i> | Demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental | Little to no competency | Beginning competency | Average competency | Excellent competency | |

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| | differences, and disability specific needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Initial: Date: |
| <i>8. Responsive Pedagogy</i> | Demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit, and lesson plans. | 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>9. High-Leverage Practices</i> | 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. | Little to no competency <input type="checkbox"/> | Beginning competency <input type="checkbox"/> | Average competency <input type="checkbox"/> | Excellent competency <input type="checkbox"/> | |

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| <i>10. Creating Healthy Learning Environments</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. 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: |
| <i>11. Positive Behavior Intervention Strategies</i> | 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 <input type="checkbox"/> | Beginning competency <input type="checkbox"/> | Average competency <input type="checkbox"/> | Excellent competency <input type="checkbox"/> | Initial: Date: |

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| <i>12. Behavior Support Systems</i> | Participate effectively in school wide behavior support processes, while establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students, and, when appropriate, based on functional behavior assessments and manifestation determinations. | 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>13. Implications of Characteristics of Students with Mild Moderate Disabilities</i> | 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, | Little to no competency <input type="checkbox"/> | Beginning competency <input type="checkbox"/> | Average competency <input type="checkbox"/> | Excellent competency <input type="checkbox"/> | |

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| | emotional disturbance, and autism spectrum disorders. | | | | | Initial: Date: |
| <i>14. Assessment and Evaluation of Students with Mild Moderate Disabilities</i> | Utilize non-biased 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 skill. 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>15. Planning and Implementing Curriculum and Instruction</i> | 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 | Little to no competency <input type="checkbox"/> | Beginning competency <input type="checkbox"/> | Average competency <input type="checkbox"/> | Excellent competency <input type="checkbox"/> | |

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| | instruction for students with mild/moderate reading disorders. | | | | | Initial: Date: |
| <i>16. Collaborate and Co-Teach</i> | Collaborate, co-teach, 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, and 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>17. Behavior Support Systems</i> | 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 <input type="checkbox"/> | Beginning competency <input type="checkbox"/> | Average competency <input type="checkbox"/> | Excellent competency <input type="checkbox"/> | |

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| <i>18. Case Management Practices</i> | Use case management practices and strategies for students with moderate/severe disabilities and for those referred for special education 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>19. 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, through planning specially-designed | Little to no competency <input type="checkbox"/> | Beginning competency <input type="checkbox"/> | Average competency <input type="checkbox"/> | Excellent competency <input type="checkbox"/> | |

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| | <p>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.</p> | | | | | <p>Initial: Date:</p> |
| <p><i>20. Utilizing a Continuum of Services</i></p> | <p>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.</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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| <p><i>21. Professional Standards</i></p> | <p>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.</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 Education Specialist Dual Credential Mild/Moderate and Moderate Severe.

University Supervisor or Mentor teacher Signature: _____ Date: _____