

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.

Mild/Moderate 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. 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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: _____ Date: _____
2. Assistive Technology	Demonstrate knowledge of assistive technology including low and high technology equipment and materials to facilitate communication, curriculum	Little to no competency	Beginning competency	Average competency	Excellent competency	

	access, and skill development of students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: _____ Date: _____
<i>4. 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>5. 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 differences, and disability specific needs.	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. Responsive Pedagogy</i>	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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

						Initial: _____ Date: _____
<i>7. 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 (e.g. inclusive settings, co-taught settings, special day class, resource, 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: _____
<i>8. 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.	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. 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: _____
<i>10. 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, emotional disturbance, and autism spectrum disorders.	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. Assessment and Evaluation of Students with Mild/Moderate Disabilities</i>	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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: _____ Date: _____
<i>12. 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 instruction for students with mild / moderate reading disorders.	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. 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"/>	Initial: _____ Date: _____
<i>14. Case Management Practices</i>	Use case management practices and strategies for students with mild/moderate 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: _____

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

University Supervisor or Mentor teacher Signature: _____ Date: _____