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# moderate/Severe Education Specialist

# Competency Assessment

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_

☐ Clinical Practice Phase I ☐ Clinical Practice Phase II

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| *Elements* | *Candidate Proficiency* | *I* | *II* | *III* | *IV* | *Comments* |
| *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  ☐ | Beginning competency  ☐ | Average competency  ☐ | Excellent competency  ☐ |  |

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| *Elements* | *Candidate Proficiency* | *I* | *II* | *III* | *IV* | *Comments* |
| *Collaboration, Communication, and Consultation* | 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.) | Little to no competency  ☐ | Beginning competency  ☐ | Average competency  ☐ | Excellent competency  ☐ |  |
| *Utilizing a Continuum of Services* | 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  ☐ | Beginning competency  ☐ | Average competency  ☐ | Excellent competency  ☐ |  |
| *Transition* | Using advocacy skills, communicate effectively with the business community, public and non-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. | Little to no competency  ☐ | Beginning competency  ☐ | Average competency  ☐ | Excellent competency  ☐ |  |
| *Assistive and Augmentative*  *Technology* | 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  ☐ | Beginning competency  ☐ | Average competency  ☐ | Excellent competency  ☐ |  |

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| *IFSP/IEP/ITP* | 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 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. | Little to no competency  ☐ | Beginning competency  ☐ | Average competency  ☐ | Excellent competency  ☐ |  |
| *Collaborate and Co-Teach* | 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, & consistent support across all settings. | Little to no competency  ☐ | Beginning competency  ☐ | Average competency  ☐ | Excellent competency  ☐ |  |
| *Creating Healthy Learning Environments* | Utilize universal precautions designed to protect the health and safety of the candidates themselves. | Little to no competency  ☐ | Beginning competency  ☐ | Average competency  ☐ | Excellent competency  ☐ |  |
| *Utilizing Resources* | 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  ☐ |  |
| *Communication* | 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  ☐ | Beginning competency  ☐ | Average competency  ☐ | Excellent competency  ☐ |  |
| *Behavior Support Systems* | 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  ☐ | Beginning competency  ☐ | Average competency  ☐ | Excellent competency  ☐ |  |
| *Case Management Practices* | Use case management practices and strategies for students with moderate/severe disabilities and for those referred for special education services. | Little to no competency  ☐ | Beginning competency  ☐ | Average competency  ☐ | Excellent competency  ☐ |  |