**Level I Education Specialist Credential Program**

**Mild/Moderate/Severe Student Teaching Experience (489A/B)**

**Special Education Competencies**

**Directions:** Evaluator completes and reviews with candidate and master teacher. Candidate, master teacher, and supervisor initial each page sign the last page on three copies. Supervisor retains original for submission to Department of Special Education. Candidate and master teacher retains a copy for professional records. If necessary, master teacher and supervisor evaluations may be separate.

<table>
<thead>
<tr>
<th>CHECK ONE:</th>
<th>UNIVERSITY SUPERVISOR</th>
<th>MASTER/MENTOR TEACHER</th>
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<tr>
<td>CHECK ONE:</td>
<td>MIDPOINT</td>
<td>FINAL</td>
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<thead>
<tr>
<th>CANDIDATE</th>
<th>CWID NUMBER</th>
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<tr>
<td>SCHOOL</td>
<td>DISTRICT</td>
<td>AGE LEVEL/SETTING</td>
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Rate candidate proficiency for each of the standards according to the following criteria.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>NE</td>
<td>No opportunity to observe candidate in regard to this standard. Not enough evidence to make an assessment at this time.</td>
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<tr>
<td>1 Unacceptable</td>
<td>Few to no indicators of candidate’s ability to understand and apply elements consistent with the standard. Little evidence of application of the standard demonstrated in candidate’s work. Cannot meet standard even with additional support from master teacher and/or supervisor.</td>
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<tr>
<td>2 Basic</td>
<td>Some indicators of candidate’s ability to understand and apply elements consistent with the standard. Limited evidence of consistent application of the standard demonstrated in candidate’s work. Required some additional support from master teacher and/or supervisor.</td>
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<tr>
<td>3 Skilled</td>
<td>Multiple indicators of candidate’s ability to understand and apply elements consistent with the standard. Adequate evidence of consistent application of the standard demonstrated in candidate’s work. Rarely required additional support from master teacher and/or supervisor.</td>
</tr>
<tr>
<td>4 Distinguished</td>
<td>Extensive indicators of candidate’s ability to understand and apply elements consistent with the standard. Substantial evidence of highly consistent application of the standard demonstrated in candidate’s work. Required no additional support from master teacher and/or supervisor.</td>
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**STANDARD**

**LEVEL OF PROFICIENCY**

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<tr>
<th>CORE STANDARDS FOR MILD/MODERATE/SEVERE</th>
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<tbody>
<tr>
<td>I PROFESSIONAL, LEGAL, AND ETHICAL PRACTICES: Each candidate demonstrated knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his/her professional conduct (CTC Category I, Standard 10).</td>
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<td>II EDUCATIONAL POLICY AND PERSPECTIVES: Each candidate develops a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories, and research in education (CTC Category I, Standard 11).</td>
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<td>III EDUCATING DIVERSE LEARNERS WITH DISABILITIES: Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities, and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences and uses strategies and techniques that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities (CTC Category I, Standard 12).</td>
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<td>IV MANAGING LEARNING ENVIRONMENTS: Each candidate demonstrates knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. The candidate demonstrates knowledge of behavior management strategies, varying communicate in styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory (CTC Category I, Standard 10).</td>
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<td>V EFFECTIVE COMMUNICATION AND COLLABORATIVE PARTNERSHIPS: Each Candidate demonstrates the ability to collaborate and communicate effectively with (1) individuals with disabilities and their parents, other family members, and primary caregivers; (2) school administrators, general and special education teachers, specialists, paraprofessionals; and (3) community agency and related service personnel. The candidate works in partnership to</td>
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design, implement, and evaluate integrated services that reflect transitional stages across the life span for all learners (CTC Category I, Standard 16).

### VI. ASSESSMENT, CURRICULUM, AND INSTRUCTION

Each candidate demonstrates knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities (CTC Standard I, Standard 17).

#### SPECIALIST STANDARDS FOR MILD/MODERATE/SEVERE

4 3 2 1 NE

### VII. ASSESSMENT AND EVALUATION OF STUDENTS

Each candidate demonstrates knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities. Each candidate is able to make appropriate educational decisions on the basis of a variety of non-biased, standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, behavior, social, communication, vocational, and community life skills needs of students and the outcomes of instruction (Category III, Standard 22)

1. Uses criterion referenced testing to plan for and evaluate all students in the classroom.
   a. Implements Task Analysis as evaluative instruments.

2. Implements functional assessments to ascertain performance leveling all domains of learning (must include but not be limited to domestic, vocational, recreation/leisure, community, self-help, speech/communication, functional academics)

3. Selects an appropriate standardized/formalized testing pool and implement with a target student to determine current needs. Will use tools that will contribute to determining appropriate curricula.

4. Conducts informal assessments such as checklists and interviews to gather information from family/significant others.
   a. Conducts Significant Other Interview with parents, or family, or surrogate family.
   b. Conducts a MAPS (Making an Action Plan) session to evaluate peers and significant others assessments.

5. Selects and implement other informal tools of assessment such as interviews with other pertinent personnel, review of case files, observation.

6. Completes an Ecological Inventory for a target student.

7. Interprets test results.

8. Uses test results to determine program objectives and skill level starting point.

9. Communicates test results to significant others.

10. Develops and implement ongoing assessment measures to evaluate progress.

11. Uses these data to determine efficacy of program.

12. Uses error analysis measures to make program modifications.

#### SPECIALIST STANDARDS FOR MILD/MODERATE/SEVERE

4 3 2 1 NE

### VII. PLANNING AND IMPLEMENTING CURRICULUM AND INSTRUCTION

Each candidate will demonstrate knowledge and skills in selecting curricula and using instructional strategies to meet the diverse earning characteristics of students with mild/moderate/severe disabilities across an array of environments and activities. Each candidate utilizes assessment data to collaboratively develop IEP goals, objectives, adaptations, and instructional plans. The instructional plans are responsive to the unique needs of the student, general education settings, and the core curriculum, and are implemented and adjusted systematically to promote maximum learning and generalization (Category III, Standard 23).

1. Uses data from assessments to collectively complete the Individualized Education Plans and Individualized Transition Plans that reflect life-span needs.
   a. IEPs and ITPs are developed that reflect age-appropriate functional curricula.

2. Communicates assessment information, reporting pupil progress, and mutual educational concerns to parents, other appropriate professionals, and agencies effectively.

3. Plans and designs programs to include generalization across a variety of settings, people, and events, using a multiple exemplar stimulus and response generalization strategy.

4. ITPs are developed to reflect life-span needs and transitions within settings, across settings, and from year to year.

   a. IEPs and ITPs incorporate objectives regarding generalization and maintenance of acquired skills and knowledge.

   b. Objectives are stated in positive, accelerative language. Behaviors must be increased.

   c. ITPs are developed to reflect life-span needs and transitions within settings, across settings, and from year to year.
4. Competes Ecological Inventory to determine relevant curricula content in all domains of learning (must include but not be limited to domestic, vocational, recreation/leisure, community, self-help, speech/communication, functional academics).

5. Plans instruction for acquisition and generalization based on IEP/ITP objective(s) in all domains of learning (must include but not be limited to domestic, vocational, recreation/leisure, community, self-help, speech/communication, functional academics).

6. Develops and implements Task Analyses (TA) to assess baseline levels of performance on those objectives indicated by IEPs.

7. Develops and implements Student Repertoire Inventory for each TA.
   a. Constructs TA for each objective on the IEP.
   b. All TAs are written in the form of Content and Process Analysis.
   c. Conducts Student Repertoire Inventory (SRI) to determine age appropriate target level of performance and to determine needed adaptations.
   d. Conducts baseline data for each TA for 0 less than one day and no more than three.
   e. Uses baseline data collected from TAs to determine prompt hierarchy and teaching level for each individual student.

8. Demonstrates an understanding of stimulus control through program development and instructional methodology in all instructional settings.
   a. Teaches to natural cues or fades any necessary cues to natural cues.
   b. Teaches in natural contexts.
   c. Uses a prompt hierarchy that is tailored to meet individual needs (shaping or fading; most to least or least to most)
   d. Uses functional reinforcers.
   e. Uses dense schedules of reinforcement during acquisition phases of learning, fades reinforcement as acquisition occurs.
   f. Demonstrates clear delineation between prompts and reinforcement.
   g. Makes use of all learning opportunities.

9. Uses research-based and effective teaching practices that achieve targeted student outcomes.

10. Uses student outcome data to systematically modify, supplement, or adapt instructional and learning environments. Continues to collect data for each Task Analysis and uses these data to determine efficacy of the TA and instructional methods. If student is succeeding and meets criteria, TA is concluded and new TAs developed. If student is failing, TA methods of instruction are analyzed and revised.
   a. Based on baseline data, progress data, and expected target success, sets aim line and insures that student responses remain on or above aim line. If student falls too far below aim line, this is an indication that program changes must be made, and candidate makes modifications accordingly.

11. Uses a variety of peer-mediated and group instructional strategies to facilitate active participation and learning of diverse groups of learners.
   a. Candidate teaches same-age non-disabled peers to provide direct instruction in a variety of contexts.

12. Implements, modifies, and monitors instructional programs of individual students across a range of instructional settings.
   a. Implements all programs to generate generalized skills using a multiple exemplar stimulus and response generalization model (e.g. generalization across items, people, and settings).

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SPECIALIST STANDARDS FOR MILD/MODERATE/SEVERE

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IX POSITIVE BEHAVIOR SUPPORT: Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavior support plans and interventions based on functional analysis assessments (Category III, Standard 24).

1. Describes basic technology of operant principles: reinforcement (positive and negative) and punishment, stimulus control, stimulus discrimination, and stimulus generalization.
2. Demonstrates an understanding of these basic principles by describing application of these principles in the literature.
3. Describes difficult or challenging behaviors and identifies them as they occur in the classroom or community.
4. Prepares an operational definition of a difficult or challenging behavior.
5. Implements basic tools of observing and recording behavior (ABC Chart, frequency counts, interval recording, and Scatter Plot).
6. Describes basic applied procedures typically implemented to decrease challenging behavior (Differential reinforcement of Other Behavior – DRO, DRA, DRL).
7. Describes basic aversion procedures typically implemented to decrease challenging behavior (Timeout, response costing, overcorrection, verbal reprimands).
8. Reviews the literature and consolidates to demonstrate discrimination between aversive and nonaversive interventions implemented to decrease challenging behavior.
9. Reviews the current literature which argues in favor of the use of aversive intervention.
10. Describes the current laws which mandate against the use of aversion intervention.
11. Assesses quality of life variables for target students.
12. Based on results of assessment, designs modifications in ecological or environmental factors that will reduce the likelihood of the challenging behavior, or prevent the challenging behavior from occurring.
13. Describes the four main motivations underlying challenging behaviors and how challenging behavior serves a communication function.
14. Administers the following instruments to perform a functional assessment of challenging behaviors, including Scatter Plot, ABC, Significant Other Interview, Behavior Map, Communicative Functions Analysis, Motivation Assessment Scale, quantitative data collection, ecological and leaning style inventories.
15. Based on results of data collection, summarizes and analyzes data in written form.
16. Generates hypotheses based on data results.
17. Tests hypotheses with target student.
18. Designs and implements a positive behavior support strategy for reducing challenging behavior in all five of the following areas: (1) lifestyle enhancement, stimulus change, or setting modifications; (2) new, efficient, functionally equivalent replacement behavior; (3) positive consequences; (4) emergency management; and (5) ?
19. Applies a positive behavior support approach in contexts of the general education classroom and community settings.
20. Applies positive behavior support to students with mild to moderate disabilities, students with moderate to severe disabilities, and students with no known disability or students who are “at risk.”

SPECIALIST STANDARDS FOR MILD/MODERATE/SEVERE

COMMUNICATION AND SOCIAL NETWORKS: Each candidate collaborates with others to facilitate each student’s ability to effectively communicate and increase the extent and variety of social interactions to achieve meaningful social relationships. This includes assessment of verbal and non-verbal communication abilities and needs, identification of effective intervention techniques, development of needed augmentation systems social skill instruction, and creating opportunities for interaction (Category III, Standard 25).

1. Prepared students with critical social and communication skills that will enable them to develop meaningful social experiences and social networks in their lives.
2. Assesses current verbal and non-verbal communication skills.
3. Assesses communication and social interaction interests to conduct assessments to evaluate needs of students.
4. Assesses a variety of environments for opportunities to facilitate students’ social interactions with typical peers.
   a. Conducts the Communication interview with family or significant others.
   b. Conducts formal augmentative communication assessment.
   c. Conducts a Reinforcer Survey.
   d. Conducts a Quality of Life Questionnaire to determine current opportunities to participate with non-disabled peers and to determine current opportunities for choice making and self-advocacy.
   e. Conducts the Motivation Assessment Scale to determine tangible, sensory, social affiliation, and escape needs.
5. Uses outcome data to determine appropriate mode of communication curriculum (verbal or non-verbal, augmentative systems).
6. Implements strategies, techniques, and technology (high and low) to enhance effective communication in a variety of settings (including school, home, community, and regular education).
7. Teaches interpersonal skills that promote social acceptance and decrease the probability of challenging behavior.
   a. Implements Incidental Teaching methods to generate communicative responses.
   b. Implements discrete trial and massed trial strategies to concentrate on difficult-to-acquire responses. Incorporates these responses into the context of generalizable response repertoires.
   c. Uses non-disabled peers as role models to generate generalizable communicative interactions.
   d. Identifies and instructs functional communication skills that generalize to broad variety of contexts, such as requesting assistance, making social greetings to peers or adults, or asking to be excused from a difficult or tedious task.
8. Teaches communication skills that provide for choice making, independence, self-management, and self-advocacy.
   a. Communication training sessions include strategies for generating independent, self-management, and self-advocacy responses.
9. Schedule reflects times across the day when instruction for choice making is implemented.
   a. After completing assessment, meets with team to determine needs and ensures
that objectives are included in the IEP.

b. Based on needs, works with team to develop an appropriate system that will meet individual's needs at school, at home, in community, and with non-disabled peers.

c. Uses system to teach social interaction skills and skills to have needs met.

d. Makes system immediately and continuously accessible to student.

10. Works with students to expand their social networks and friendships on school campus and away from school.

a. Identifies and/or creates natural opportunities for including non-disabled peers in a variety of contexts (in the classroom, on the playground, in other classrooms, etc.)

b. Encourages and coaches non-disabled peers to interact with students.

c. Uses non-disabled peers as appropriate role models for generating communicative skills.

d. Initiates and encourages extra-curricular activities and interactions to expand social network.

XI CURRICULUM MODERATE/SEVERE DISABILITIES: Each candidate demonstrates the ability to work with IEP teams to develop Individualized Education Plans and to teach, adapt, modify, and integrate the curriculum within natural environments such as general education classrooms and schools, community, work and recreation settings, to meet the specific needs of students with moderate to severe disabilities (Category III, standard 26). (The specific objectives for these standards are the same as those for VII ASSESSMENT AND EVALUATION OF STUDENTS and VII PLANNING AND IMPLEMENTING CURRICULUM AND INSTRUCTION and must be demonstrated for both standards but need not be duplicated.

XII MOVEMENT, MOBILITY, SENSORY, AND SPECIALIZED HEALTH CARE: Each candidate demonstrates knowledge of and ability to support the movement, mobility, sensory, and specialized health care needs required for a learner to participate fully in classrooms, schools, and the community. The candidate uses appropriate and safe techniques, procedures, materials, and adaptive equipment, including the use of technology. Each candidate demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings (Category III, Standard 27).

1. Teaches students how to initiate and generalize use of mobility and other functional motor movements in order to promote maximum participation and involvement in the general education classroom, the campus, and community activities.

2. Through modeling, candidate demonstrates ability to do the following: cauterization; colostomy care; suctioning; assistive and adaptive devices useful for mobility and sensory functioning; and assessment, repair and updating these services.

3. Uses safety and precaution to prevent the spread of infectious diseases, implement proper lifting techniques and necessary medical equipment such as wheelchairs, assistive devices, and suctioning machines.

4. Communicates information regarding sensory, movement, mobility and specialized health care needs and procedures with general educators, students, parents, and other significant individuals involved to increase the level of understanding and sensitivity for persons with special health care needs.

5. If parents or significant others are agreeable, as much as possible, candidate implements these services in the inclusive setting. Where inappropriate, candidate performs alternative activities and discerns appropriateness.

FOR THE CANDIDATE: I have had the opportunity to review and discuss this evaluation. I understand a copy will be placed in my credential file. I understand that any rating that is below basic on the FINAL evaluation will result a No Credit (NC) for SPED 489 A/B and I may have to repeat student teaching in its entirety.

NAME OF CANDIDATE

SIGNATURE OF CANDIDATE AND DATE

NAME OF MASTER TEACHER

SIGNATURE OF MASTER TEACHER AND DATE

NAME OF SUPERVISOR

SIGNATURE OF SUPERVISOR AND DATE