Education Specialist Preliminary Credential Competency Checklist
CSULB – College of Education
Advanced Field Study and Seminar EDSP 587A/ B and 588A/B
Educational Specialist Credential in ___ Mild/Moderate ___ Moderate/Severe

Name of Candidate:_____ **Semester:** _____

Evaluator/s:_____

Directions for Rating: Rate each of the following items on a scale of 1 – 4 (1 = competency not demonstrated; 2 = competency demonstrated at emerging level; 3 = competency demonstrated at beginning level; 4 = competency demonstrated at advanced level). If you have not observed the competency, please mark N/O. Please include the source of information used to rate the demonstration of the competency (O = observation; I = Interview; P = Portfolio; X = other).

I. Historical and Legal Foundations
CCTC Common Standards 10, 11
M/M Standard 25
TPE 12, 13
Overall Rating:

1	2	3	4
Candidate does not demonstrate ability to communicate orally or in writing or through artifacts, the historical and legal foundations of special education that apply to their site; practice does not align with state/district, legal, and ethical mandates.	Candidate demonstrates limited ability to communicate orally or in writing or through artifacts, the historical and legal foundations of special education that apply to their site; practice partially aligns with state/district, legal, and ethical mandates. Also aligns to their personal philosophy.	Candidate demonstrates ability to communicate orally or in writing or through artifacts, the historical and legal foundations of special education that apply to their site; practice partially aligns with state/district, legal, and ethical mandates. Also aligns to their personal philosophy.	Candidate demonstrates ability to communicate orally or in writing or through artifacts, the historical and legal foundations of special education that apply to their site at a high level; practice partially aligns with state/district, legal, and ethical mandates. Also aligns to their personal philosophy.

Competencies **The candidate will:**	**Rating & Source**
1. Describe the historical, legal, social, political, and economic underpinnings for the educational practices evidenced at the field site.	1 2 3 4 N/O
2. Implement educational practices in alignment with state and district mandates, ethical guidelines, and current legislation and litigation including practices reflective of FAPE, LRE, transition planning, nondiscriminatory assessment, and due process.	1 2 3 4 N/O
3. Implement educational practices reflective of a clearly articulated and comprehensive personal philosophy of education.	1 2 3 4 N/O
4. Articulate how educational practices in the field study reflect best practices in the Educational Specialist program themes: Individualized Education, Collaboration, Cultural Responsiveness, Evidence-Based Practices, and Advocacy & Leadership	1 2 3 4 N/O
Key Artifacts Coursework Artifacts • EDSP 480 Philosophy of Education • EDSP 480 Legal Principles Exam Fieldwork Artifact • Reflective Journal entries addressing historical/legal/ethical issues and influences affecting field practices Narrative that links course artifact, fieldwork artifact, and competency.	Included □ Included □ Included □ Included □

II. Assessment Competencies
CCTC Common Standards 12, 17, 22,
M/M Standard 25
TPE 3, 8
A. Assessment for Planning: Overall Rating

1	2	3	4
Candidate does not select appropriate assessment methods, implements and/or interprets assessments incorrectly for determining a student's present level of functioning in a limited number of domains, and does not document and communicate these findings to the parents and other team members.	Candidate selects, implements, and/or interprets 2 or less appropriate assessment methods, procedures, or instruments with some degree of accuracy for determining a student's present level of functioning in 1-2 domains, inconsistently documents and communicates these findings with parents and other team members.	Candidate selects, implements, and/or interprets at least 4 or more appropriate assessment methods, procedures, or instruments with accuracy for determining a student's present level of functioning in 2-3 domains, consistently documents and communicates these findings with parents and other team members.	Candidate selects, implements, and/or interprets multiple assessments methods, procedures, or instruments with accuracy for determining a student's present level of functioning in a variety of domains, and consistently documents and communicates these findings to the parents and other team members.

Competencies **The candidate will:**	**Rating & Source**
1. Select, use, and interpret multiple forms of assessment including criterion and norm-referenced tests, curriculum-based assessment, observation, interviews, and rating scales to determine a student's present functioning level.	1 2 3 4 N/O
2. Assess a variety of domains including developmental, academic, behavioral, social-emotional, communication, career-occupational, and life skills.	1 2 3 4 N/O
3. Document collaborative interactions with parents, teachers, and other professionals (e.g. school study team members) involved in the assessment of an individual student's strengths and needs.	1 2 3 4 N/O
4. Participate as a member of a team (e.g. school study team, IEP team) in the design, administration, and interpretation of an individual assessment plan.	1 2 3 4 N/O
5. Evaluate, select, administer, and interpret assessments with respect to socio-economic, cultural, and linguistic considerations, and sensory, motor, communication, and cognitive abilities.	1 2 3 4 N/O
6. Document consideration for assistive technology support.	1 2 3 4 N/O
7. Accurately interpret assessment results and document your communication of these findings to parents, students, and other professionals.	1 2 3 4 N/O
Key Artifacts Coursework Artifact • EDSP 564 Case Study Project Fieldwork Artifact • Present Levels of Performance summary in preparation for an initial or tri-annual assessment report on a particular student Narrative that links course artifact, fieldwork artifact, and competency.	Included □ Included □ Included □

TPE 2, 9
B. Ongoing Monitoring and Evaluation
Overall Rating

1	2	3	4
Candidate relies on one or less sources of data to monitor student progress; does not have a progress monitoring system; and does not use collected data to modify curriculum and instruction.	Candidate obtains information from 1-2 sources of data to monitor student progress; has an ineffective progress monitoring system; and inconsistently uses the data collected to modify curriculum and instruction.	Candidate obtains data from 3 or more sources to monitor student progress; has a developing progress monitoring system; and consistently uses these data to modify curriculum and instruction.	Candidate obtains information from multiple sources on a weekly basis to monitor student progress; maintains a well organized and effective progress monitoring system; and consistently modifies curriculum and instruction based on these data.

Competencies **The candidate will:**	**Rating & Source**
8. Regularly monitor (e.g. daily, weekly, and/or monthly), assess, and record student progress toward the obtainment of IEP goals and objectives (e.g. data charts, observation notes, graphs).	1 2 3 4 N/O
9. Obtain information from multiple sources (e.g. student, teacher, parent, other team members) to evaluate student progress toward obtainment of IEP goals and objectives.	1 2 3 4 N/O
10. Maintain organized and updated assessment records and files.	1 2 3 4 N/O
11. Evaluate effectiveness of curriculum, teaching methods, instruction and materials for achieving intended student outcomes.	1 2 3 4 N/O
12. Use evaluation data to modify curriculum and materials.	1 2 3 4 N/O
13. Use evaluation data to modify instruction and teaching methods.	1 2 3 4 N/O

Key Artifacts
 Coursework Artifact
    • EDSP 577 Intervention Project (M/M) or EDSP 578 Case Study (M/S see Competency 7)
 Fieldwork Artifact
    • Ongoing progress monitoring data for a particular student in the areas serviced
 Narrative that links course artifact, fieldwork artifact, and competency.
	Included □
	
	 Included □
	 Included □

Education Specialist Credential Program (Revised 2014)
California State University, Long Beach

III. Program Planning Competencies
CCTC Common Standards 12, 17, 23
M/M Standard 25
M/S Standard 26
TPE 3, 4, 6, 9
Overall Rating

1	2	3	4
Candidate does not use assessment data to write instructional lesson plans, unit plans, or IEP's; and these plans do not correspond to state and federal mandates related to general and special education or individual student needs.	Candidate occasionally and with limited effectiveness uses available assessment data to correctly write instructional lesson plans, unit plans, and IEPs in domains that correspond to state and federal mandates related to general and special education, and to individual student learning needs.	Candidate consistently and effectively uses available assessment data to correctly write instructional lesson plans, unit plans, and IEPs in domains that correspond to state and federal mandates relates to general and special education, and address the unique learning needs of the students.	Candidate consistently and effectively uses available assessment data to write high quality instructional lesson plans, unit plans, and IEPs in all domains that correspond to state and federal mandates related to general and special education, tailored to the unique learning needs of the students, and incorporate student preferences for learning.

Competencies **The candidate will:**	**Rating & Source**
1. Interpret and use assessment data for comprehensive instructional planning.	1 2 3 4 N/O
2. Plan and write appropriate IEP goals and objectives based on student strengths, individual needs (e.g. student's gender, culture, socioeconomic status, and linguistic diversity), and present levels of performance.	1 2 3 4 N/O
3. Plan and write appropriate IEP goals and objectives that are chronologically age-appropriate, effectively utilize universal design for learning (e.g. differentiated instruction to access core curriculum, assistive technology, augmentative/alternative communication), and reflect interaction with peers without disabilities.	1 2 3 4 N/O
4. Plan and write appropriate IEP goals and objectives in all domains and skills (e.g., developmental, academic, behavioral, social-emotional, communication, and community life skills) that specify methods to evaluate student progress.	1 2 3 4 N/O
5. Write Common Core State Standard based lesson plans that reflect IEP goals and objectives, clearly state behavioral objectives, teaching procedures, criteria and methods for evaluating student performance.	1 2 3 4 N/O
6. Show evidence of planning, coordinating, and implementing for effective student transitions into, through, and beyond school environments (e.g., preschool to elementary school, middle school to high school, school to work, from special day class to less restrictive environments.)	1 2 3 4 N/O
7. Plan and facilitate students in setting learning goals and charting progress.	1 2 3 4 N/O

Key Artifacts
Coursework Artifacts
   • EDSP 480 IEP Assignment
   • EDSP 534 ITP Assignment
Fieldwork Artifact
   • Current IEP implemented in the classroom that was collaboratively developed
Narrative that links course artifact, fieldwork artifact, and competency.
	Included □
	Included □
	
	Included □
	Included □

Education Specialist Credential Program (Revised 2014)
California State University, Long Beach

IV. Instructional Implementation Competencies
CCTC Common Standards 12, 17, 23
M/S Standards 25, 26
TPE 1, 4, 5, 6, 7, 9
Overall Rating

1	2	3	4
Candidate does not demonstrate the ability to deliver special education instruction that addresses all IEP goals and objectives, all subject matter, and in a variety of educational student groupings, settings, and environments.	Candidate occasionally and with limited effectiveness demonstrates the ability to deliver special education instruction that addresses all IEP goals and objectives, all subject matter, and in a variety of educational student groupings, settings, and environments.	Candidate consistently and effectively demonstrates the ability to deliver special education instruction that addresses all IEP goals and objectives, all subject matter, and in a variety of educational student groupings, settings, and environments.	Candidate consistently uses highest quality special education instructional practices and demonstrates the ability to deliver special education instruction that addresses all IEP goals and objectives, all subject matter, and in a variety of educational student groupings, settings, and environments.

Competencies **The candidate will:**	**Rating & Source**
1. Implement instruction that addresses IEP goals and objectives.	1 2 3 4 N/O
2. Deliver instruction in a variety of settings and environments (e.g., special and general education, community, career-occupational, and recreational settings).	1 2 3 4 N/O
3. Instruct individuals, small, and large groups.	1 2 3 4 N/O
a. Organizes students in a variety of grouping, such as by friendship, mixed academic ability, language, project, or interests to promote interaction.	1 2 3 4 N/O
b. Arranges classroom seating to accommodate students' individual and group needs.	1 2 3 4 N/O
4. Deliver an effective lesson that achieves intended student outcomes.	1 2 3 4 N/O
5. Modify core curriculum, instruction, and materials to meet the needs of individual students based on Common Core State Standards and student IEP goals and objectives in each of the following areas:	
a. Literacy	
1. Oral language	1 2 3 4 N/O
2. Reading	1 2 3 4 N/O
3. Spelling	1 2 3 4 N/O
4. Writing	1 2 3 4 N/O
b. Mathematics and problem solving	1 2 3 4 N/O
c. Other content areas (e.g., science, social studies, art, and music).	1 2 3 4 N/O
6. Use a variety of instructional strategies when teaching (e.g., cooperative learning, individualized instruction, direct instruction, technology, etc.)	1 2 3 4 N/O
7. Motivate and actively engage students in the instructional process, as evidenced by:	
a. student time on task, whole group and individual participation during lessons and activities.	1 2 3 4 N/O
b. uses a variety of instructional strategies that develop language and literacy skills (E.G. Cooperative learning, peer interactions, instructional conversations, make connections to students' lives)	1 2 3 4 N/O
8. Provide instructional opportunities for students to develop:	
a. Socially responsible values and behaviors through positive student social interactions and	1 2 3 4 N/O

Education Specialist Credential Program (Revised 2014)
California State University, Long Beach

behaviors with students with and without disabilities	
b. Emotional Regulation – (e.g. self awareness and control of appropriate classroom affect).	1 2 3 4 N/O
c. Life skills (e.g., community living, daily living, employment, transition to adult life)	1 2 3 4 N/O
d. Communication skills including expressive and receptive language	1 2 3 4 N/O
e. Self advocacy skills	1 2 3 4 N/O
f. Study skills	1 2 3 4 N/O
g. Motor skills and mobility	1 2 3 4 N/O
h. Technology skills	1 2 3 4 N/O
i. Higher order thinking and problem solving skills	1 2 3 4 N/O
9. Promote students' maintenance and generalization of skills across different settings, times, persons, etc.	1 2 3 4 N/O

Key Artifacts
Coursework Artifacts
    • EDSP 578 Unit Plan (M/S) Or EDSP 577 (M/M) Lesson Plan
    • EDEL 452 Or EDEL 462 Unit/Lesson Plan
Fieldwork Artifact
    • Unit and/ or several lesson plans developed for use with your student/s that demonstrates appropriate accommodations/modifications and language supports
Narrative that links course artifact, fieldwork artifact, and competency
	
	Included □
	Included □
	
	Included □
	
	Included □

Education Specialist Credential Program (Revised 2014)
California State University, Long Beach

V. Managing the Teaching and Learning Environment
CCTC Common Standards 10, 15, 24
M/M Standard 25
M/S Standard 25
TPE 6, 9, 10, 11
Overall Rating

1	2	3	4
Lessons lack structure and pacing, time is wasted, established routines and classroom practices are missing, groups and transitions are not managed appropriately, negative peer and student-teacher interactions are evident, and there does not seem to be a community of learners.	Lessons have uneven pacing and structure, routines and procedures are partially followed; instructional time partially provides for meaningful activities, transitions and groups are managed with some time wasted, some positive interactions are evident between peers and student-teacher, and there is some sense of community in the classroom.	Lessons have suitable structure and pacing, routines and procedures are followed, instructional time provides for meaningful activities, positive interactions are evident between peers and student-teacher, and there is a sense of classroom community.	Structure and pacing of the activities keep the students meaningfully engaged and on-task, routines and procedures are followed so that no time is wasted; instructional time is used to provide maximum benefit, transitions and groups are effectively managed, student-teacher interactions are positive and supportive, classroom cohesion is evident.

Competencies **The candidate will:**	**Rating & Source**
1. Foster a safe, positive, supportive, and age-appropriate learning environment by effectively using space, time, materials, and technology.	1 2 3 4 N/O
2. Manage the daily classroom environment effectively for students and other staff in the following areas:	
a. time management	1 2 3 4 N/O
b. transitioning between activities	1 2 3 4 N/O
c. general classroom organization (e.g., posted schedule, classroom behavioral expectations, posted lesson objectives, assignments, materials, lesson plan book).	1 2 3 4 N/O
3. Effectively implement positive behavioral support, including social and interpersonal techniques and monitor student behavior.	1 2 3 4 N/O
4. Demonstrate understanding and/or use of legal guidelines and responsibilities of educators in dealing with inappropriate and/or violent behaviors that interfere with the education of a target student or other students.	1 2 3 4 N/O
5. Establish and maintain a sense of community and promote interaction and relationships among students.	1 2 3 4 N/O
6. Manage student behavior in accordance with community, district, and school programs and policies.	1 2 3 4 N/O

Key Artifacts
Coursework Artifact
   • EDP 560 Case Study
Fieldwork Artifacts
   • Classroom Management System summary
   • Individual Behavior Plan developed collaboratively
Narrative that links course artifact, fieldwork artifact, and competency.
	
	Included □
	
	Included □
	Included □
	Included □

Education Specialist Credential Program (Revised 2014)
California State University, Long Beach

VI. Professionalism and Interpersonal Skills
CCTC Standards 12, 16
M/M Standard 25
TPE 8, 10, 12, 13
Overall Rating

1	2	3	4
Candidate's oral and written communication contains errors or is unclear or inappropriate for the target audience. Candidate does not engage collaboratively with colleagues, families, and outside agencies; and does not demonstrate appropriate professional behavior in the work place.	Candidate's oral and written communication contains no consistent errors, but is not completely appropriate for the target audience; engages minimally in collaborative activities with colleagues, families, and outside agencies; and inconsistently demonstrates appropriate professional behavior in the work place.	Candidate consistently communicates clearly and accurately with multiple audiences, engages collaboratively with colleagues, families, and outside agencies; and demonstrates appropriate professional behavior in the work place.	Candidate's oral and written communication is clear, accurate, and appropriate for multiple audiences; seeks out and follows through on collaborative activities with students, families, colleagues, and agencies; and consistently demonstrates appropriate professional behavior in the work place.

Competencies The candidate will:	Rating & Source
1. Communicate and model respect and sensitivity to all individuals and their families with regard to ethnicity, socioeconomic status, religion, gender, learning style, and life style orientation.	1 2 3 4 N/O
2. Demonstrate proficiency in communication skills (e.g., reading, listening, writing, and use of oral language).	1 2 3 4 N/O
3. Demonstrate appropriate professional and interpersonal communication with students, families, general educators, administrators, related services personnel, community agency personnel, and others.	1 2 3 4 N/O
4. Demonstrate ability to actively engage in collaborative consultation in all phases of the student referral and education process (e.g., pre-referral, formal referral, IEP) with a variety of individuals (e.g., parents, teachers, special education staff and other support staff).	1 2 3 4 N/O
5. Guide and facilitate the work of paraprofessionals, peer tutors, and volunteers.	1 2 3 4 N/O
6. Collaboratively design and implement educational interventions with students, families, general educators, administrators, related services personnel, community agency personnel, and others.	1 2 3 4 N/O
7. Collaborate with community members and agencies to enhance learning opportunities for students.	1 2 3 4 N/O
8. Demonstrate professionalism in personal appearance, behavior, and interaction with others.	1 2 3 4 N/O
9. Demonstrate dependability and positive attitude in the workplace (e.g. punctual, attends to deadlines, and follow through with professional responsibilities).	1 2 3 4 N/O
10. Demonstrate leadership qualities (e.g., flexibility, initiative, problem solving, diligence, and advocacy).	1 2 3 4 N/O
11. Demonstrate organizational skill, including efficient time management strategies, and maintenance of updated student files.	1 2 3 4 N/O
12. Demonstrate high level of competence, integrity, ethics, professional judgment, and enthusiasm for teaching.	1 2 3 4 N/O

Education Specialist Credential Program (Revised 2014)
California State University, Long Beach

13. Engage in professional growth activities and maintain currency in the field.	1 2 3 4 N/O
14. Seek, accept, and utilize suggestions and constructive criticism for professional growth.	1 2 3 4 N/O
Key Artifacts Coursework Artifacts • EDSP 534 Collaborative IEP Project • EDSP 587/588 A/B sample field notes written by University Supervisor • EDSP 480 and EDSP 587/588 Professional Disposition Qualities Self-Evaluation Fieldwork Artifacts • Current Administrator Evaluation (formal or informal), if applicable • Evidence of Communication with Families (e.g. phone logs, notes, newsletters) • Evidence of Collaborative Participation (e.g. notes from meetings with department, teams, pre-referral intervention teams, grade-level general education teams) • Evidence of Participation in Professional Development (e.g. district conferences, trainings) Narrative that links course artifact, fieldwork artifact, and competency.	 Included □ Included □ Included □ Included □ Included □ Included □ Included □ Included □

VII. Moderate/ Severe Disability-Specific Competencies
M/S Standards 25, 26, 27
TPE 4, 8, 11
Overall Rating

1	2	3	4
Candidate does not demonstrate ability to address needs specific to students with moderate/severe disabilities in the areas of physical challenges, health care needs, sensory challenges, or augmentative systems; practice does not align with state/district, legal and ethical mandates.	Candidate demonstrates limited ability to address needs specific to students with moderate/severe disabilities in the areas of physical challenges, health care needs, sensory challenges, or augmentative systems; practice partially aligns with state/district, legal and ethical mandates, and their personal philosophy.	Candidate demonstrates sufficient ability to address needs specific to students with moderate/severe disabilities in the areas of physical challenges, health care needs, sensory challenges, or augmentative systems at their site; practice aligns with state/district, legal and ethical mandates and their personal philosophy.	Candidate demonstrates above expected ability to address needs specific to students with moderate/severe disabilities in the areas of physical challenges, health care needs, sensory challenges, or augmentative systems; demonstrates best practice aligned with state/district, legal and ethical mandates and their personal philosophy.

Competencies **The candidate will:**	**Rating & Source**
1. Accommodate for student's physical challenges in assessment, curriculum, and instruction.	1 2 3 4 N/O
2. Accommodate for student's specialized health care needs.	1 2 3 4 N/O
3. Accommodate for student's sensory challenges in assessment, curriculum, and instruction.	1 2 3 4 N/O
4. Plan, coordinate, and implement students' use of augmentative systems and procedures.	1 2 3 4 N/O
Key Artifacts Coursework Artifacts • EDSP 578 Case Study Fieldwork Artifacts • Accommodations page from a current student's IEP • Medical/health/physical accommodation Specialized Schedule that reflects a current student's IEP needs Narrative that links course artifact, fieldwork artifact, and competency.	Included □ Included □ Included □ Included □

VIII. Additional Competencies Specific to Setting **The candidate will:**	
1.	1 2 3 4 N/O
2.	1 2 3 4 N/O
3.	1 2 3 4 N/O

Signature of Candidate:	Date:
Signature of Supervisor:	Date:
Signature of Master Teacher:	Date:

Education Specialist Credential Program (Revised 2014)
California State University, Long Beach