

CALIFORNIA STATE UNIVERSITY, Fullerton
College of Education
Department of Special Education
Directed Teaching (SPED 489B)
Moderate/Severe Education Specialist Competencies

Candidate: _____ **CWID:** _____ **Date:** _____

CSUF Supervisor: _____ **Master Teacher:** _____

School: _____ **District:** _____ **Grade Level/Setting:** _____

NE	1	2	3	4
Unable to Judge	Emerging	Expanding	Proficient	Accomplished

Extensive Support Need TPEs

	NE	1	2	3	4
TPE 1: Engaging and Supporting and Students in Learning					
1.1 (universal) Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.					
1.4 Uses strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs.					
1.7 Demonstrates understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.					
1.7 (universal) Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.					

1.9 Monitors student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan					
TPE 2: Creating and Maintaining Effective Environments for Student Learning					
1.5 Develops accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.					
2.6 Demonstrates the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.					
2.8 Demonstrates knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.					
2.9 Demonstrates the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.					
2.12 Demonstrates the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.					
2.13 Implements systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.					

TPE 3: Understanding and Organizing Subject Matter for Student Learning					
3.1 Demonstrates a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum.					
3.2 Identifies and utilizes curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.					
3.3 Adapts, modifies, accommodates and differentiates the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment.					
3.4 Demonstrates knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.					
TPE 4: Planning Instruction and Designing Learning Experiences for All Students					
4.1 Identifies and utilizes behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.					
4.3 Demonstrates the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.					
4.4 Demonstrates the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.					

4.7 Coordinates, collaborates, co-teaches and communicates effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.					
TPE 5: Assessing Student Learning					
5.2 Applies knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.					
5.4 Demonstrates knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.					
5.5 Demonstrates knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.					
TPE 6: Developing as a Professional Educator					
1.1 Creates supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.					
1.2 Demonstrates the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.					
1.3 Identifies and understands conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.					

