

## Education Specialist Moderate/Severe Disabilities Candidate Competencies: Part 1

### Part 1 – General Candidate Competencies

In the matrix below, denote the candidates’ opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

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		<b>Program Design Standards</b>																
<b>2</b>	Candidates know the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities.					I A		I		I A			P P A A			P A	P A	
	Candidates 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.					I P A			I P	I A	I P P A A	I	P P A A			P A	P A	

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3	Candidates understand and accept differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.		I P A			I			I P		I I P P A A		P P A A	P		P A	P A	P A
	Candidates are knowledgeable of and able to apply pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.			P A A										P A		P A	P A	
	Candidates demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.	I P A	I P A				I	I P A A	I P A	I P A	I I P P A A	P A					P A	P A
4	Candidates 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.					I	I	I		I A	I I P P A A		P P A A				P A	
	Candidates are able to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs.	I P A		P A A			I	I P A A	P	I P A			P P A A	P A			P A	P A

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	Candidates communicate effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.									I A	I I P P A A		P P A A				P A	
5	Candidates understand and use multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services.						I P A	P	I P A				P P	P A		P A	P A	
	Candidates demonstrate knowledge and skill needed to assess students from diverse backgrounds and varying language, communication, and cognitive abilities.		I P A	I P A	I P A	I		I		I P A	P P					P A	P A	
	Candidates use both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements.		I P A	I P A	I P A	I P	I P A	I P A		I P A				P A			P A	
	Candidates demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.				I P				I P					P A			P A	

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6	Candidates acquire the ability to use computer-based technology to facilitate the teaching and learning process.		I P A	P	I P A				I P A		P P A A		P P A	P A		P A	P A	P A	
	Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting.		I P A	P A A	I P A				I P A				P P A	P A		P A	P A		
	Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.								I P A				P A			P A	P A		
7	Candidates are able to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan.										I I P P A A		P A				P A		
	Candidates collaborate with personnel from other educational and community agencies to plan for successful transitions by students.					I					P P A A		P A				P A		

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	Candidates demonstrate the knowledge and ability to teach students appropriate self-determination and expression skills.							I		I P	I I P P A A		P A				P A	
8	Candidates 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.		I P A	P A A						I	P P A A		P A			P A	P A	
<b>Preliminary Teaching Standards</b>																		
9	Candidates are able to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.	I P A	I P A	P A A												P A	P A	
	Candidates are able to meet the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds.		I P A	P A A												P A	P A	
10	Candidates have knowledge of linguistic development, first and second language acquisition, positive and negative language transfers, and how home language literacy connects to second language development.		I P A			I										P A	P A	

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	Candidates learn from current research and practice how cognitive, pedagogical, and individual factors affect students' language acquisition.		I P A	P A A	I P A	I							P A			P A		
	Candidates possess skills for managing and organizing a classroom with first- and second-language learners.		I P				I P										P A	
	Candidates possess skills to collaborate with specialists and paraprofessionals.							I P	I	I I P P A A			P A			P A	P A	
	Candidates understand the importance of students' family and cultural backgrounds, and experiences in planning instruction and supporting student learning. Candidates communicate effectively with parents and families.		I P A	P A A	I P A	I	I			I P	I I P P A A		P A		I P	P A	P A	
	Candidates are knowledgeable of state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.		I P A		I P A				I P				P A	P A		P A	P A	P A

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	Candidates are able to implement an instructional program that facilitates the two goals mandated by California to acquire academic English and accelerate grade-level academic achievement, by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in academic English.			P A A	I P A									P A		P A	P A	
	Candidates know the purposes, goals, and content of the locally adopted instructional program for the effective teaching and support of English learners to meet the two goals of acquiring English and accelerating academic achievement.		I P A														P A	
	Candidates understand the local and school organizational structures and resources designed to meet the diverse needs of English learners (e.g. typologies, home language literacy, level of English proficiency, cultural backgrounds).		I P A										P A			P A		
	Candidates know the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students' needs.		I P A	P A A										P A				P A
	Candidates understand and implement effective instructional practices for ELD and content instruction for English learners.		I P A	P A A									P A			P A	P A	

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	Candidates demonstrate knowledge and application of pedagogical theories, principles, and practices for English Language Development leading to comprehensive literacy in English.		I P A	P A A										P A		P A	P A	
	Candidates demonstrate knowledge and application of pedagogical theories, principles, and practices for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.		I P A	P A A	I P A									P A		P A	P A	
	Candidates demonstrate the ability to use initial, formative, and summative assessment information (including performance based assessment) to identify students' language proficiencies and to develop effective instruction that promotes students' access to and achievement in the academic content standards. (e.g., development of content and language objectives, flexible strategic grouping, structured oral interaction).	I P A	I P A	P A A	I P A									P A		P A	P A	
	Candidates understand issues of language learning as compared to issues of language disability and how these relate to academic achievement of English Learners.		I P A														P A	
	Candidates know how to differentiate instruction based upon their students' primary language and proficiency levels in English, and considering the students' culture, level of acculturation, and prior schooling.		I P A	P A A												P A	P A	



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	Candidates demonstrate how to write IEP goals and objectives that are linguistically appropriate for English Learners.					I P			I P				P A			P A	P A	
	Candidates understand and demonstrate the importance of structured oral interaction in building academic English proficiency and fluency.		I P A	I P A												P A	P A	
	Candidates are able to analyze and articulate the language and literacy demands inherent in content area instruction for English language learners (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).		I P A	I P A										P A				
	Candidates are able to use a wide variety of strategies for including ELs in mainstream curriculum, providing scaffolding, modeling, and support while maintaining access to central academic content and providing opportunities for language development.		I	I P A A										P A		P A	P A	
11	Candidates 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.			P		I				I			P A		P A	P A	P A	

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	Candidates demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning.					I P				I						P A	P A	
	Candidates demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.					I P				I	I P					P A	P A	P A
	Candidates 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.	I P A				I I P	I P A		I P A			I I P				P A	P A	P A
12	Candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.						I P			I P				P A		P A	P A	P A
	Candidates understand laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.				I P	I				I A				P A		P A	P A	

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13	Candidates demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans.	I P A	I P A	I P A					I P A			P P A	P A	P	P A	P A	P A	P A
	Candidates 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.	I P A		I P A					I P A	I P A			P P A			P A	P A	
	Candidates demonstrate ability to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.								I A	I I P P A A			P P A	P A		P A	P A	
14	Candidates know how personal, family, school, community and environmental factors are related to students' academic, physical, emotional, cultural and social well-being.		I P A	P A A		I	I I			I			P P A	P A	I P		P A	P A
	Candidates understand the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety.					I							P P	P A	P	P A		P A

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	Candidates understand and utilize universal precautions designed to protect the health and safety of the candidates themselves.					I										P A	P A	P A
	Candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.		I P A	P		I					I I P P A A		I	P	P	P A		P A
	Candidates understand the effects of family involvement on teaching, learning, and academic achievement, including an understanding of cultural differences in home-school relationships.		I P A			I I				I	I I P P A A		P P A		P			P A
	Candidates understand when and how to 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.									I	I I P P A A		P P A				P A	P A
	Candidates understand how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety.					I										P A		P A

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	Candidates know common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school.					I								P A		P A	P A	P A
	Candidates know effective strategies for encouraging the healthy nutrition of children and youth.					I										P A	P A	P A
	Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems.					I								P A		P A	P A	P A

Moderate/Severe Disabilities (M/S) Standards																		
1	Candidates demonstrate knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound mental retardation, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and autism spectrum disorders, while determining the implications of these characteristics for service delivery.					I P A			I A		I P A						P A	P A
2	Candidates demonstrate the ability to assess their students' verbal and non-verbal communication abilities.									I P A			I I P P A A					P A
	Candidates are able to use assessment data to identify effective intervention and support techniques.							I P A	I P A	I P A			P P A A				P A	P A
	Candidates are able to use assessment data to develop needed augmentative and alternative systems.							I P A					I I P P A A					P A
	Candidates are able to use assessment data to implement instruction of communication and social skills.	I P A								I P A			I I P P A A				P A	P A
	Candidates are able to use assessment data to create and facilitate opportunities for interaction.			I P A		I	I		I	I P A			I I P P A A				P A	P A
	Candidates are able to use assessment data to develop communication methods to demonstrate student academic knowledge.			I P A		I	I		I				I I P P A A				P A	P A
3	Candidates collaborate with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings.					I			I				I I P P A A					P A

4	Candidates demonstrate the ability to utilize person-centered/family-centered planning and strengths-based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students' meaningful participation in core, standards based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives.						I			I	P/A			P/A	P/A	
	Candidates are able to develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results.						I		I	I	P/A			I	P/A	P/A
	Candidates are able to utilize assessment data from multiple sources to develop effective programs and guide instruction.					I		I		I	P/A			P/A	P/A	
5	Candidates demonstrate knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community.									I				P/A	P/A	
	Candidates use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment.												P/A	P/A	P/A	
	Candidates demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.									I				P/A	P/A	
	Candidates consult and collaborate with designated staff and parents to provide the appropriate, safe, and consistent support across all settings.													P/A	P/A	
	Candidates demonstrate an understanding of the procedures required to procure services and to access other professionals and agencies to acquire information regarding students' sensory, movement, mobility and specialized health care services.										I					P/A
6	Candidates demonstrate 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.						I							P/A	P/A	
	Candidates demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings.						I							P/A	P/A	
	Candidates demonstrate the ability to participate effectively in school wide behavior support processes.						I							P/A	P/A	

Institution Name: California State University, Fresno  
 Program Coordinator Name: Cheryl McDonald, M.A.  
 Program Coordinator Email: cmcdonald@csufresno.edu

7	Candidates demonstrate knowledge and advocacy skills related to the various transitions experienced by students' moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.															P A	
8	Candidates demonstrate an understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities.										I I P P A A			P A		P A	
	Candidates demonstrate knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development.										I I P P A A			P A		P A	