San Diego State University
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Education Specialist Early Childhood Special Education Added Authorization (ECSEAA) Candidate Competencies

In the matrix below, denote the candidates' opportunity to learn, apply, and be assessed on 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, indicate – using an I, P, or A – when the program/candidate introduces (I), practices (P), and assesses (A) each 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. Please identify only the best example(s), up to four (4) for each I, P, and A.

Standard	Candidate Competency	CFD 580: Observation and Assessment	CFD 585: Work with Families at Risk	SPED 543: Educational Programs & Services for Young Children With Disabilities: Preschoolers	SPED 980D: Advanced Practicum – Infant/Toddler or PK-K
1	Each candidate demonstrates comprehensive knowledge of the developmental, learning, social-emotional characteristics and needs of infants and toddlers, preschool age children, and children in Transitional Kindergarten and Kindergarten with:				
	autism	I A	I	P	
	Emotional disturbance			I P A	
	intellectual disability	I A		P	
	orthopedic impairment	I	A	P	
	other health impairment	I	A	P	
	specific learning disability			I P A	
	traumatic brain injury		I P A	P	

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	multiple disabilities		I P A	P	
	developmental delay	I A	I	P	
	disabling medical condition		P	P	
	Each candidate demonstrates the skills required to ensure that the intervention and/or instructional environments are appropriate to the child's chronological age, developmental levels, and disability-specific needs.		I P A	I P A	A
2	Each candidate demonstrates knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and of the primary role of parents/caregivers as the child's first teachers in facilitating healthy growth and development.		I P A	I	
	Each candidate demonstrates the skills required to engage families in culturally and linguistically appropriate ways as collaborative partners in the IFSP/IEP process, and applies relationship-based, culturally and linguistically appropriate, family-centered practices in all components of early intervention and education for infants, toddlers and young children with disabilities.		I P A	I P	P
	Each candidate demonstrates understanding of the impact of the child's disability on the family and is trained in the interpersonal skills required to identify and assess family concerns, priorities, and resources in relation to their child's developmental, learning, and social-emotional needs.		I P A		
	Each candidate demonstrates the knowledge and skills required to assist families in learning about their legal rights, how to advocate for their child, developing support systems, and accessing needed services, programs, and activities in their school and community.		I P A		

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	Each candidate demonstrates the knowledge and skills to design, develop, and implement routines-based interventions and to assist families with embedding educational activities and routines-based interventions into daily life.		I P A	I	
3	Each candidate demonstrates knowledge about formal and informal developmentally, culturally, and linguistically appropriate assessments and assessment strategies for infants and toddlers as well as for preschool age children (e.g., authentic, play-based assessment, observations, family interviews) to help inform planning as well as progress monitoring, and to assure that the assessment results support developmentally, culturally, and linguistically appropriate interventions and IFSP/IEP development.	I P A A		A	
	Each candidate demonstrates an understanding that children bring strengths based on their prior linguistic, cultural, and learning backgrounds and experiences, as well as particular individualized needs based on their specific disabilities.		I P	I A	A
	Each candidate demonstrates the knowledge and skills required to design and implement intervention and instructional strategies that address specific learning needs, are developmentally, culturally, linguistically and individually appropriate, and reflect family concerns and priorities.		I P A	I P A	
	Each candidate demonstrates the knowledge and skills required to implement evidence-based practices embedded in activities to support language, cognitive, and social-emotional development, as well as emergent literacy, for all children, including dual language learners.			I P A	A

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	Each candidate demonstrates the knowledge and skills required to use a broad repertoire of developmentally, culturally, and linguistically appropriate strategies (e.g., hands-on, experiential, child-centered, child-initiated as well as teacher-initiated play-based activities within daily routines), adaptations, assistive technologies, and other supports that maximize the child's learning potential and family outcomes and minimize the effects of the child's disability.			I P A	A
4	Each candidate participates in documented observations in a variety of settings from birth through kindergarten.	I	A		I P
	Additionally, each candidate has in-depth field experiences in early childhood settings with families and children of culturally and linguistically diverse background.	P	A		I
	Field-based experience may include in-home and/or center-based settings serving infants and toddlers who are at risk, or identified as having disabilities, and pre-school or kindergarten settings that include children with IEPs.		P	P	I A
	Each candidate demonstrates the knowledge and skills required to work effectively with young children individually and in small and whole group settings.			P A	I A
	Each candidate participates in reflection about their practice with a supervisor who is trained and qualified to help guide the professional development of an early childhood special educator.				I P A