**ECSE Added Authorization Field Experience Checklist**

Candidate Name:Cohort**:**

Support Supervisor (SS) will check off when the candidate has demonstrated the implementation or understanding of the following:

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| **COMPETENCY** | **DESCRIPTION** | **DATE OF COMPLETION** | **SS INITIALS** |
| **ECSE 1.1** | Demonstrates understanding and/or identifies learning characteristics and evidence-based practices associated with young children with developmental delays, specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe intellectual disability, emotional disturbance, and low incidence and multiple disabilities. |       |  |
| **ECSE 1.2** | Demonstrates skill and/or identifies skills required to ensure that the intervention and/or instructional environments are appropriate to the child’s chronological age, developmental differences, and disability-specific needs. |       |  |
| **ECSE 2.1** | Demonstrates knowledge of and/or identifies family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development. |       |  |
| **ECSE 2.2** | Demonstrates skill and/or identifies skill required to engage families as collaborative partners, and applies relationship-based, culturally and linguistically appropriate, family-centered practices in all components of early intervention and education for infants and young children with disabilities. |       |  |
| **ECSE 2.3** | Demonstrates understanding of and/or identifies the impact of the child’s disability on the family and is trained in skills to sensitively elicit family concerns, priorities, and resources in relation to their child. |       |  |
| **ECSE 2.4** | Demonstrates and/or identifies required skills to assist families in learning about their legal rights, advocating effectively for their child, developing support systems, and accessing desired services, programs, and activities in their school and community. |       |  |
| **ECSE 2.5** | Demonstrates and/or identifies required skills to implement routines-based interventions and assist families with embedding educational activities into daily life. |       |  |
| **ECSE 3.1** | Demonstrates and/or identifies skill in assessment that leads to appropriate interventions and reflects an understanding of the range of authentic, appropriate formal and informal assessment approaches and strategies, (e.g., naturalistic play-based assessment, family interviews), the impact of cultural and linguistic differences, the influence of specific disabilities on development and learning and the role of the interdisciplinary team.  |       |  |
| **ECSE 3.2** | Demonstrates and/or identifies skill required designing and implementing intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities.  |       |  |
| **ECSE 3.3** | Demonstrates and/or identifies skill required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional development, and emergent literacy for all children including English language learners.  |       |  |
| **ECSE 3.4** | Demonstrates and/or identifies skill required to utilize a broad repertoire of developmentally appropriate strategies (e.g., hands-on, experiential, child-centered, play-based activities within daily routines), adaptations, assistive technologies, and other supports that minimize the effects of the child’s disability and maximize the child’s learning potential and family outcomes.  |       |  |
| **ECSE 4.1** | Each candidate has documented observations in a variety of settings from birth to prekindergarten. Additionally, each candidate has in-depth field experiences in early childhood settings with families and children from culturally and linguistically diverse backgrounds and young children who have a range of abilities and needs including in-home service delivery with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/pre-kindergarten settings that include children with IEPs. |       |  |
| **ECSE 4.2** | Demonstrates skill in working with young children individually and in small and whole group settings. Each candidate participates in reflective supervision with a supervisor who is trained to guide the professional development of an early childhood special educator.  |       |  |



Support Supervisor Signature Date