

**EMERGING PROFESSIONAL SELF REFLECTIVE
EDUCATION SPECIALIST WITH EL AUTHORIZATION
COMPETENCY PERFORMANCE REVIEW¹**

COMPETENCIES PRESENTLY ABLE TO DEMONSTRATE	COMPETENCIES DEVELOPING &/OR EXPANDING DURING PRACTICUM
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DOMAIN A: ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING (HOW THEY LEARN)

SELF ASSESSMENT OF PRESENT LEVEL² OF KNOWLEDGE, SKILLS & DISPOSITION IN CSTP DOMAIN BASED ON PORTFOLIO DOCUMENTATION PRESENT LEVEL (INDICATE WHERE ALONG THE CONTINUUM YOU PERCEIVE YOUR PRESENT COMPETENCY LEVEL)³

BEGINNING			DEVELOPING			TARGET		
1	2	3	4	5	6	7	8	9

WHAT I HAVE ALREADY DEMONSTRATED AS KNOWLEDGE, SKILLS AND DISPOSITION RELATED TO THIS DOMAIN (REFER TO SPECIFIC STANDARD ARTIFACTS AND COMPETENCIES THAT GROUND YOUR SELF-ASSESSMENT):

SKILLS I WANT TO EXPAND UPON FROM COMPLETION OF LEVEL II CREDENTIAL UNTIL REISSUE OF CREDENTIAL. (REFER TO SPECIFIC STANDARD ARTIFACTS AND COMPETENCIES THAT GROUND YOUR SELF-ASSESSMENT):

DOMAIN B: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (ENGAGING STUDENTS IN LEARNING PROCESS)

SELF ASSESSMENT OF PRESENT LEVEL OF KNOWLEDGE, SKILLS & DISPOSITION IN CSTP DOMAIN BASED ON PORTFOLIO DOCUMENTATION PRESENT LEVEL (INDICATE WHERE ALONG THE CONTINUUM YOU PERCEIVE YOUR PRESENT COMPETENCY LEVEL)

BEGINNING			DEVELOPING			TARGET		
1	2	3	4	5	6	7	8	9

WHAT I HAVE ALREADY DEMONSTRATED AS KNOWLEDGE, SKILLS AND DISPOSITION RELATED TO THIS DOMAIN (REFER TO SPECIFIC STANDARD ARTIFACTS AND COMPETENCIES THAT GROUND YOUR SELF-ASSESSMENT):

¹ This is a word document. Type your reflections in the boxes and expand the size of the boxes and cells to facilitate the information you need to incorporate to demonstrate readiness to partake in a practicum experience.
² Required to include hard evidence that is observable and measurable. Evidence must specifically show English Language Learner(s) and student(s) with special needs performance changes based on your present level of knowledge, understanding and skills. This evidence is put into the CEC Standards and must include course based and field work, student teaching (internship) &/or actual evidence from a Level I Education Specialist Credential contract position where you work.
³ Specifically identify and explain how you're Centerpiece Artifacts and other Self-Reflective Professional Portfolio contents ground your perception of your present level of competency in knowledge, skills and dispositions related to becoming an Education Specialist.

**SKILLS I WANT TO EXPAND UPON FROM COMPLETION OF LEVEL II CREDENTIAL UNTIL REISSUE OF CREDENTIAL.
(REFER TO SPECIFIC STANDARD ARTIFACTS AND COMPETENCIES THAT GROUND YOUR SELF-ASSESSMENT):**

DOMAIN C: UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (KNOWING WHAT STUDENTS NEED TO LEARN & HOW TO ENSURE LEARNING OUTCOMES)

SELF ASSESSMENT OF PRESENT LEVEL OF KNOWLEDGE, SKILLS & DISPOSITION IN CSTP DOMAIN BASED ON PORTFOLIO DOCUMENTATION PRESENT LEVEL (INDICATE WHERE ALONG THE CONTINUUM YOU PERCEIVE YOUR PRESENT COMPETENCY LEVEL)

BEGINNING			DEVELOPING			TARGET		
1	2	3	4	5	6	7	8	9

**WHAT I HAVE ALREADY DEMONSTRATED AS KNOWLEDGE, SKILLS AND DISPOSITION RELATED TO THIS DOMAIN
(REFER TO SPECIFIC STANDARD ARTIFACTS AND COMPETENCIES THAT GROUND YOUR SELF-ASSESSMENT):**

**SKILLS I WANT TO EXPAND UPON FROM COMPLETION OF LEVEL II CREDENTIAL UNTIL REISSUE OF CREDENTIAL.
(REFER TO SPECIFIC STANDARD ARTIFACTS AND COMPETENCIES THAT GROUND YOUR SELF-ASSESSMENT):**

DOMAIN D: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (PLANNING & DELIVERING SERVICES FOR STUDENTS WITH SPECIAL NEEDS)

SELF ASSESSMENT OF PRESENT LEVEL OF KNOWLEDGE, SKILLS & DISPOSITION IN CSTP DOMAIN BASED ON PORTFOLIO DOCUMENTATION PRESENT LEVEL (INDICATE WHERE ALONG THE CONTINUUM YOU PERCEIVE YOUR PRESENT COMPETENCY LEVEL)

BEGINNING			DEVELOPING			TARGET		
1	2	3	4	5	6	7	8	9

**WHAT I HAVE ALREADY DEMONSTRATED AS KNOWLEDGE, SKILLS AND DISPOSITION RELATED TO THIS DOMAIN
(REFER TO SPECIFIC STANDARD ARTIFACTS AND COMPETENCIES THAT GROUND YOUR SELF-ASSESSMENT):**

**SKILLS I WANT TO EXPAND UPON FROM COMPLETION OF LEVEL II CREDENTIAL UNTIL REISSUE OF CREDENTIAL.
(REFER TO SPECIFIC STANDARD ARTIFACTS AND COMPETENCIES THAT GROUND YOUR SELF-ASSESSMENT):**

DOMAIN E: ASSESSING STUDENT LEARNING (ONGOING RELATING OF STATE STANDARDS & CONTENT GOALS TO STUDENT PERFORMANCE BASED OUTCOMES)

SELF ASSESSMENT OF PRESENT LEVEL OF KNOWLEDGE, SKILLS & DISPOSITION IN CSTP DOMAIN BASED ON PORTFOLIO DOCUMENTATION PRESENT LEVEL (INDICATE WHERE ALONG THE CONTINUUM YOU PERCEIVE YOUR PRESENT COMPETENCY LEVEL)

BEGINNING			DEVELOPING			TARGET		
1	2	3	4	5	6	7	8	9

**WHAT I HAVE ALREADY DEMONSTRATED AS KNOWLEDGE, SKILLS AND DISPOSITION RELATED TO THIS DOMAIN
(REFER TO SPECIFIC STANDARD ARTIFACTS AND COMPETENCIES THAT GROUND YOUR SELF-ASSESSMENT):**

**SKILLS I WANT TO EXPAND UPON FROM COMPLETION OF LEVEL II CREDENTIAL UNTIL REISSUE OF CREDENTIAL.
(REFER TO SPECIFIC STANDARD ARTIFACTS AND COMPETENCIES THAT GROUND YOUR SELF-ASSESSMENT):**

DOMAIN F: DEVELOPING AS A PROFESSIONAL EDUCATOR (RECOGNIZING & ENGAGING SELF IN LIFE-LONG LEARNING RELATED TO THE ROLES OF AN EDUCATION SPECIALIST)

SELF ASSESSMENT OF PRESENT LEVEL OF KNOWLEDGE, SKILLS & DISPOSITION IN CSTP DOMAIN BASED ON PORTFOLIO DOCUMENTATION PRESENT LEVEL (INDICATE WHERE ALONG THE CONTINUUM YOU PERCEIVE YOUR PRESENT COMPETENCY LEVEL)

BEGINNING			DEVELOPING			TARGET		
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**WHAT I HAVE ALREADY DEMONSTRATED AS KNOWLEDGE, SKILLS AND DISPOSITION RELATED TO THIS DOMAIN
(REFER TO SPECIFIC STANDARD ARTIFACTS AND COMPETENCIES THAT GROUND YOUR SELF-ASSESSMENT):**

**SKILLS I WANT TO EXPAND UPON FROM COMPLETION OF LEVEL II CREDENTIAL UNTIL REISSUE OF CREDENTIAL.
(REFER TO SPECIFIC STANDARD ARTIFACTS AND COMPETENCIES THAT GROUND YOUR SELF-ASSESSMENT):**

Candidate Signature

Date

Advisor Signature

Date

**Education Specialist Assessment
Individual Induction Plan (IIP) Rubric Guide
Based on California Standards for the Teaching Profession**

CSTP Standard	Unacceptable (Beginning) 1	Acceptable (Developing) 2	Target (Apprentice) 3
A. Engaging & Supporting Students In Learning	Candidates demonstrate an inadequate knowledge & skills base to 1) connect students' prior knowledge, life experiences, and interests with learning goals; 2) use a variety of instructional strategies and resources to respond to students' diverse needs; 3) promotes self-directed, reflective learning for all students; 4) facilitates learning experiences that promote autonomy, interaction and choice; and 5) engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.	Candidates demonstrate the knowledge & skill base to 1) connect students' prior knowledge, life experiences, and interests with learning goals; 2) use a variety of instructional strategies and resources to respond to students' diverse needs; 3) promotes self-directed, reflective learning for all students; 4) facilitates learning experiences that promote autonomy, interaction and choice; and 5) engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.	Candidates demonstrate an in-depth knowledge & skill base to 1) connect students' prior knowledge, life experiences, and interests with learning goals; 2) use a variety of instructional strategies and resources to respond to students' diverse needs; 3) promotes self-directed, reflective learning for all students; 4) facilitates learning experiences that promote autonomy, interaction and choice; and 5) engages students in problem solving, critical thinking, and other activities that make subject matter meaningful through reflection, critical analysis, and synthesis.
B. Creating & Maintaining Effective Environments For Student Learning	Candidates demonstrate an inadequate knowledge & skill base to 1) create a physical environment that engages all students; 2) establishes a climate that promotes fairness & respect; 3) uses instructional time effectively; 4) promotes social development and responsibility; 5) plans and implements classroom procedures & routines that support student learning; and 6) establishes & maintains standards for student behavior.	Candidates demonstrate the knowledge & skill base to 1) create a physical environment that engages all students; 2) establishes a climate that promotes fairness & respect; 3) uses instructional time effectively; 4) promotes social development and responsibility; 5) plans and implements classroom procedures & routines that support student learning; and 6) establishes & maintains standards for student behavior.	Candidates demonstrate an in-depth knowledge & skill base to 1) create a physical environment that engages all students; 2) establishes a climate that promotes fairness & respect; 3) uses instructional time effectively; 4) promotes social development and responsibility; 5) plans and implements classroom procedures & routines that support student learning; and 6) establishes & maintains standards for student behavior through reflection, critical analysis, and synthesis.
C. Making Subject Matter Comprehensible To Students	Candidates demonstrate an inadequate knowledge & skill base to 1) demonstrate knowledge of subject matter content & student development; 2) organize curriculum to support student understanding of subject matter; 3) use materials, resources, and technologies to make subject matter accessible to students; 4) interrelates ideas & information within & across subject matter areas; and 5) develops student understanding through instructional strategies that are appropriate to the subject matter.	Candidates demonstrate the knowledge & skill base to 1) demonstrate knowledge of subject matter content & student development; 2) organize curriculum to support student understanding of subject matter; 3) use materials, resources, and technologies to make subject matter accessible to students; 4) interrelates ideas & information within & across subject matter areas; and 5) develops student understanding through instructional strategies that are appropriate to the subject matter.	Candidates demonstrate an in-depth knowledge & skill base to 1) demonstrate knowledge of subject matter content & student development; 2) organize curriculum to support student understanding of subject matter; 3) use materials, resources, and technologies to make subject matter accessible to students; 4) interrelates ideas & information within & across subject matter areas; and 5) develops student understanding through instructional strategies that are appropriate to the subject matter through reflection, critical analysis, and synthesis.
D. Planning Instruction & Designing Learning Experiences For Students	Candidates demonstrate an inadequate knowledge & skill base to 1) draw on and value students' backgrounds, interests, & developmental learning needs; 2) establish & articulate goals for student learning; 3) modifies instructional plans to adjust for student needs; 4) develops & sequences instructional activities & materials for student learning; and 5) designs short-term & long-term plans to foster student learning.	Candidates demonstrate the knowledge & skill base to 1) draw on and value students' backgrounds, interests, & developmental learning needs; 2) establish & articulate goals for student learning; 3) modifies instructional plans to adjust for student needs; 4) develops & sequences instructional activities & materials for student learning; and 5) designs short-term & long-term plans to foster student learning.	Candidates demonstrate an in-depth knowledge & skill base to 1) draw on and value students' backgrounds, interests, & developmental learning needs; 2) establish & articulate goals for student learning; 3) modifies instructional plans to adjust for student needs; 4) develops & sequences instructional activities & materials for student learning; and 5) designs short-term & long-term plans to foster student learning through reflection, critical analysis, and synthesis.

CSTP Standard	Unacceptable (Beginning) 0 1 2 3	Acceptable (Developing) 4 5 6	Target (Apprentice) 7 8 9
E. Standards For Assessing Student Learning	Candidates demonstrate an inadequate knowledge & skill base to 1) establish & communicate learning goals for all students; 2) involves & guides all students in assessing their own learning; 3) collects & uses multiple sources of information to assess student learning; 4) uses the results of assessments to guide instruction; and 5) communicates with students, families & other audiences about student progress.	Candidates demonstrate the knowledge & skill base to 1) establish & communicate learning goals for all students; 2) involves & guides all students in assessing their own learning; 3) collects & uses multiple sources of information to assess student learning; 4) uses the results of assessments to guide instruction; and 5) communicates with students, families & other audiences about student progress.	Candidates demonstrate an in-depth knowledge & skill base to 1) establish & communicate learning goals for all students; 2) involves & guides all students in assessing their own learning; 3) collects & uses multiple sources of information to assess student learning; 4) uses the results of assessments to guide instruction; and 5) communicates with students, families & other audiences about student progress through reflection, critical analysis, and synthesis.
F. Developing As A Professional Educator	Candidates demonstrate an inadequate knowledge & skill base to 1) reflect on teaching practice & planning professional development; 2) working with families to improve professional practices; 3) establishing professional goals & pursuing opportunities to grow professionally; 4) working with colleagues to improve professional practices; 5) working with communities to improve professional practice and 6) balancing professional responsibilities & maintain motivation.	Candidates demonstrate the knowledge & skill base to 1) reflect on teaching practice & planning professional development; 2) working with families to improve professional practices; 3) establishing professional goals & pursuing opportunities to grow professionally; 4) working with colleagues to improve professional practices; 5) working with communities to improve professional practice and 6) balancing professional responsibilities & maintain motivation.	Candidates demonstrate an in-depth knowledge & skill base to 1) reflect on teaching practice & planning professional development; 2) working with families to improve professional practices; 3) establishing professional goals & pursuing opportunities to grow professionally; 4) working with colleagues to improve professional practices; 5) working with communities to improve professional practice and 6) balancing professional responsibilities & maintain motivation through reflection, critical analysis, and synthesis.