

## Verification Form for the Early Childhood Special Education Teaching Performance Expectations

An individual who holds a valid Early Childhood Special Education - Education Specialist Credential (or its equivalent) may meet the requirements for a Bridge Authorization by one or more of the pathways authorized in the regulation. This form is one method which an authorized body may use to verify that a candidate has met the requirement for the Bridge Authorization. This form does not need to be submitted to the Commission when the candidate applies for the authorization but should remain on file with the verifying entity. This document is intended to be a template, and one of the three empty table cells per row should be filled out, per the row and column headings.

| Teaching Performance Expectation  | Coursework <sup>1</sup> | Professional Development <sup>2</sup> | Demonstration of Competence <sup>3</sup> |
|---|-------------------------|---------------------------------------|--|
| 2.5 Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills. |                         |                                       |  |
| 3.1 Demonstrate comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning.  |                         |                                       |  |
| 4.2 Apply knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.  |                         |                                       |  |

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|---|-------------------------|---------------------------------------|--|
| 4.3 Apply knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular domains. |                         |                                       |  |
| 4.6 Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners.   |                         |                                       |  |
| 6.4 Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).  |                         |                                       |  |
| 6.6 Demonstrate knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.   |                         |                                       |  |
| 6.8 Facilitate effective collaborative transitions between the stages of schooling and educational settings (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).   |                         |                                       |  |

<sup>1</sup> **Coursework:** Transcript

<sup>2</sup> **Professional Development:** Certificate of Completion

<sup>3</sup> **Demonstration of Competence:** Through formal observation, video of practice with reflection, or compilation of portfolio of evidence of practice.