

Section I. Program Design & Delivery

Guideline	Does Not Meet Requirements	Meets Requirements
<p>A. Program Design Endorsement credits documented. (22 Pa. Code §49.62b. Program Endorsement Certificate)</p>	<p>The preparation Programs contains fewer than 12 credits addressing Students with Autism Spectrum Disorder (ASD).</p> <p style="text-align: center;">OR</p> <p>A course advisement Endorsement sheet needs is not provided or complete (does not include documentation of field experience hours).</p>	<p>Each preparation program includes 12 credits addressing Students with Autism Spectrum Disorder (ASD).</p> <p style="text-align: center;">AND</p> <p>A course advisement sheet was provided which documents field experience requirements.</p>
<p>B. Program Delivery mode documented.</p>	<p>The Program did not provide evidence of courses delivered through distance learning or courses delivered in face-to-face classroom settings.</p>	<p>The Program provided documentation explaining the course delivery mode, i.e. on-line, face-to-face, mixed design.</p>
<p>B.1. Distance Learning only: Communication activities between faculty and students.</p>	<p>The Program did not document methods for communication between faculty and students enrolled in distance learning courses.</p>	<p>The Program documents methods for communication between faculty and students enrolled in distance learning courses that offer guidance and support.</p> <p style="text-align: center;">OR</p> <p>If the Program employs distance learning, it is limited to courses and does not extend into Stage 3 type field experiences. Stages 3 type experiences must utilize face to face meetings and instruction, monitoring, and feedback by a college supervisor.</p>
<p>B.2. Distance Learning only: Program can assess performance-based competencies.</p>	<p>The Program did not document methods used to assess performance-based competencies, e.g., application of skills, for the on-line course.</p>	<p>The Program documents methods to assess performance-based competencies in courses delivered through distance learning.</p>

Section II. Candidate Competencies

Guideline	Does Not Meet Requirements	Meets Requirements
<p>A. All Competencies/ subcompetencies must be addressed for each major topic in the certificate under review. (Reference to Competencies from Guideline in parenthesis)</p> <p>(22 Pa. Code §354.25 (c)(2) and §354.33(1)(i))</p>	<p>Endorsement program does not provide a tool, e.g., <u>curriculum matrix</u>, indicating a sequence of instruction to develop and understanding of the competencies;</p> <p style="text-align: center;">OR</p> <p>Endorsement program does not have listed appropriate tools to support the overarching assessment strategy;</p> <p style="text-align: center;">OR</p> <p>Endorsement program does not provide a syllabus for each course;</p> <p style="text-align: center;">OR</p> <p>Syllabi are presented but fail to document:</p> <ol style="list-style-type: none"> 1. Content related to assessment anchors and Academic Standards, including Alternative Standards; 2. A clear description of how the relevant set of knowledge, skills, and competencies inform the program design; 3. How the institution will assess whether candidates have acquired the required knowledge, skills, and competencies; <p style="text-align: center;">OR</p> <p>Syllabi do not identify the competencies to be included and assessed within each course;</p> <p style="text-align: center;">OR</p> <p>The Course(s)/hours do not differentiate assignments or projects to address the gradeband and/or subject area(s) of the candidate’s certificate endorsement program.</p>	<p>Endorsement program does provides a tool, e.g., a <u>curriculum matrix</u>, indicating a well planned sequence of instruction to develop an understanding of the competencies;</p> <p style="text-align: center;">AND</p> <p>Endorsement program lists appropriate tools to support the overarching assessment strategy;</p> <p style="text-align: center;">AND</p> <p>Endorsement program provides a syllabus for each course;</p> <p style="text-align: center;">AND</p> <p>Syllabi presented document:</p> <ol style="list-style-type: none"> 1. Content related to assessment anchors and Academic Standards, including Alternative Standards; 2. Clearly how the relevant set of knowledge, skills, and competencies inform the program design; 3. How the institution will assess whether candidates have acquired the required knowledge, skills, and competencies; <p style="text-align: center;">AND</p> <p>Course syllabi identify the competencies to be included and assessed in each course;</p> <p style="text-align: center;">AND</p> <p>The Course(s) do differentiate assignments or projects to address the gradeband and/or subject area(s) of the candidate’s certificate endorsement program.</p>

<p>B. Characteristics and Etiology of ASD: (competency- I.A.)</p> <p>1. Characteristics of and diagnostic criteria for the various Autism Spectrum Disorders (ASD's).</p>	<p>Required competency is not included:</p> <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are. . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only some disorders are studied).</p>	<p>Required competency is included:</p> <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are. . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations.</p>
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<p>B. Characteristics and Etiology of ASD: (competency - I.B.)</p> <p>2. Discuss key theoretical, actuarial and scientific hypothesis regarding the etiology of ASD.</p>	<p>Required competency is not included:</p> <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are. . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only some disorders are studied).</p>	<p>Required competency is included:</p> <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are. . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations.</p>
<p>B. Characteristics and Etiology of ASD: (competency - I.C.)</p> <p>3. Explain the relevant history of the changing definitions, interventions, and cultural attitudes regarding ASD and their relationship to educational services.</p>	<p>Required competency is not included:</p> <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are. . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout).</p>	<p>Required competency is included:</p> <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are. . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations.</p>

<p>B. Characteristics and Etiology of ASD: (competency-I.D.)</p> <p>4. Identify and describe various diagnostic instruments and procedures, including their strengths and limitations.</p>	<p>Required competency is not included:</p> <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are . . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout).</p> <p style="text-align: center;">OR</p> <p>not focused on multiple settings, integrating discussion of the competencies.</p>	<p>Required competency is included:</p> <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are . . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations;</p> <p style="text-align: center;">AND</p> <p>focused on multiple settings, integrating discussion of the competencies.</p>
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<p>C. Assessment for Instructional Planning: (competencies - II. A & D)</p>	<p>All required competencies are not included:</p> <ul style="list-style-type: none"> Identify the range of assessment domains (Comprehensive Autism Assessment Planning Tool, 2008) that may be relevant for planning instructional programs for students with ASD. Describe, interpret, utilize, and evaluate data from ongoing progress monitoring and formative assessment methods to design and adapt programming for students with ASD. <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are. . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout);</p> <p style="text-align: center;">OR</p> <p>not focused on multiple settings, integrating discussion of the competencies.</p>	<p>All required competencies are included:</p> <ul style="list-style-type: none"> Identify the range of assessment domains (Comprehensive Autism Assessment Planning Tool, 2008) that may be relevant for planning instructional programs for students with ASD. Describe, interpret, utilize, and evaluate data from ongoing progress monitoring and formative assessment methods to design and adapt programming for students with ASD. <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are. . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations;</p> <p style="text-align: center;">AND</p> <p>focused on multiple settings, integrating discussion of the competencies.</p>
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Guideline	Does Not Meet Requirements	Meets Requirements
<p>C. Assessment for Instructional Planning: (competency - II.B)</p>	<p>All required competencies are not included:</p> <ul style="list-style-type: none"> • Plan, structure, and conduct assessment for students with ASD. <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are. . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout);</p> <p style="text-align: center;">OR</p> <p>not focused on multiple settings, integrating discussion of the competencies.</p>	<p>All required competencies are included:</p> <ul style="list-style-type: none"> • Plan, structure, and conduct assessment for students with ASD. <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are. . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations;</p> <p style="text-align: center;">AND</p> <p>focused on multiple settings, integrating discussion of the competencies.</p>

<p>C. Assessment for Instructional Planning: (competency - II.C.)</p>	<p>All required competencies are not included:</p> <ul style="list-style-type: none"> Identify and demonstrate acceptable accommodations and appropriate adaptations to state- and district-wide (local) assessments for students with ASD. <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are. . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout);</p> <p style="text-align: center;">OR</p> <p>not focused on multiple settings, integrating discussion of the competencies.</p>	<p>All required competencies are included:</p> <ul style="list-style-type: none"> Identify and demonstrate acceptable accommodations and appropriate adaptations to state- and district-wide (local) assessments for students with ASD. <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are. . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations;</p> <p style="text-align: center;">AND</p> <p>focused on multiple settings, integrating discussion of the competencies.</p>
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<p>C. Assessment for Instructional Planning: (competencies - II.E-F)</p>	<p>All required competencies are not included:</p> <ul style="list-style-type: none"> Plan, organize, and lead multidisciplinary team members through the functional behavior assessment process to identify function of problematic behavior(s) and associated skill deficits. Identify when intensity or danger of problem behaviors requires a functional assessment and make appropriate referrals. <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are. . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout);</p> <p style="text-align: center;">OR</p> <p>not focused on multiple settings, integrating discussion of the competencies.</p>	<p>All required competencies are included:</p> <ul style="list-style-type: none"> Plan, organize, and lead multidisciplinary team members through the functional behavior assessment process to identify function of problematic behavior(s) and associated skill deficits. Identify when intensity or danger of problem behaviors requires a functional assessment and make appropriate referrals. <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are. . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations;</p> <p style="text-align: center;">AND</p> <p>focused on multiple settings, integrating discussion of the competencies.</p>
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<p>D. Instructional Interventions and Methods across Settings and Grade Levels: (competency - III.A.)</p>	<p>Required competency is not included:</p> <ul style="list-style-type: none"> Discuss characteristics, strengths, and limitations of various models of intervention commonly implemented for students with ASD. <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are. . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout);</p> <p style="text-align: center;">OR</p> <p>not focused on multiple settings, integrating discussion of the competencies.</p>	<p>Required competency is included:</p> <ul style="list-style-type: none"> Discuss characteristics, strengths, and limitations of various models of intervention commonly implemented for students with ASD. <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are. . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations;</p> <p style="text-align: center;">AND</p> <p>focused on multiple settings, integrating discussion of the competencies.</p>
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<p>D. Instructional Interventions and Methods across Settings and Grade Levels: (competencies - III.B. & C. & D.)</p>	<p>All required competencies are not included:</p> <ul style="list-style-type: none"> • Evaluate the evidence base for educational interventions for students with ASD. • Describe, interpret, utilize, and evaluate instructional strategies based on the principles of applied behavior analysis. • Define and demonstrate skills related to verified evidence-based interventions and instruction established for students with ASD (National Standards Project, 2009). <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are. . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout);</p> <p style="text-align: center;">OR</p> <p>not focused on multiple settings, integrating discussion of the competencies.</p>	<p>All required competencies are included:</p> <ul style="list-style-type: none"> • Evaluate the evidence base for educational interventions for students with ASD. • Describe, interpret, utilize, and evaluate instructional strategies based on the principles of applied behavior analysis. • Define and demonstrate skills related to verified evidence-based interventions and instruction established for students with ASD (National Standards Project, 2009). <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are. . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations;</p> <p style="text-align: center;">AND</p> <p>focused on multiple settings, integrating discussion of the competencies.</p>
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<p>D. Instructional Interventions and Methods across Settings and Grade Levels: (competencies - III.E. & F.)</p>	<p>All required competencies are not included:</p> <ul style="list-style-type: none"> • Assess and structure the environmental supports to enable students with ASD to participate and progress in all environments. • Accommodate and/or modify specific instructional programs and materials to meet the needs of students with ASD in all environments. <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are. . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout);</p> <p style="text-align: center;">OR</p> <p>not focused on multiple settings, integrating discussion of the competencies.</p>	<p>All required competencies are included:</p> <ul style="list-style-type: none"> • Assess and structure the environmental supports to enable students with ASD to participate and progress in all environments. • Accommodate and/or modify specific instructional programs and materials to meet the needs of students with ASD in all environments. <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are. . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations;</p> <p style="text-align: center;">AND</p> <p>focused on multiple settings, integrating discussion of the competencies.</p>
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<p>D. Instructional Interventions and Methods across Settings and Grade Levels: (competency - III.G.)</p>	<p>Required competency is not included:</p> <ul style="list-style-type: none"> Describe the relative strengths and limitations of various augmentative communication systems as applicable to students' needs and the environment's requirements. <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are. . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout);</p> <p style="text-align: center;">OR</p> <p>not focused on multiple settings, integrating discussion of the competencies.</p>	<p>Required competency is included:</p> <ul style="list-style-type: none"> Describe the relative strengths and limitations of various augmentative communication systems as applicable to students' needs and the environment's requirements. <p style="text-align: center;">AND</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are. . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations;</p> <p style="text-align: center;">AND</p> <p>focused on multiple settings, integrating discussion of the competencies.</p>
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<p>D. Instructional Interventions and Methods across Settings and Grade Levels: (competencies - III.H. & I.)</p>	<p>All required competencies are not included:</p> <ul style="list-style-type: none"> Organize classroom teams to provide effective intervention and instruction by developing and managing a daily schedule for students and multiple staff that specifies appropriate levels of instructional engagement for students with ASD. Provide appropriate training, consultation, and instructional coaching to other professional and nonprofessional staff having contact with students with ASD. <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are. . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout);</p> <p style="text-align: center;">OR</p> <p>not focused on multiple settings, integrating discussion of the competencies.</p>	<p>All required competencies are included:</p> <ul style="list-style-type: none"> Organize classroom teams to provide effective intervention and instruction by developing and managing a daily schedule for students and multiple staff that specifies appropriate levels of instructional engagement for students with ASD. Provide appropriate training, consultation, and instructional coaching to other professional and nonprofessional staff having contact with students with ASD. <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are. . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations;</p> <p style="text-align: center;">AND</p> <p>focused on multiple settings, integrating discussion of the competencies.</p>
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<p>D. Instructional Interventions and Methods across Settings and Grade Levels: (competency - III.J.)</p>	<p>Required competency is not included:</p> <ul style="list-style-type: none"> Describe and demonstrate procedures for crisis management, including procedures to reduce intensity of problem behavior; minimize danger; and ensure the safety of students with ASD and other individuals in crisis situations. <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are. . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout);</p> <p style="text-align: center;">OR</p> <p>not focused on multiple settings, integrating discussion of the competencies.</p>	<p>Required competency is included:</p> <ul style="list-style-type: none"> Describe and demonstrate procedures for crisis management, including procedures to reduce intensity of problem behavior; minimize danger; and ensure the safety of students with ASD and other individuals in crisis situations. <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are. . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations;</p> <p style="text-align: center;">AND</p> <p>focused on multiple settings, integrating discussion of the competencies.</p>
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<p>D. Instructional Interventions and Methods across Settings and Grade Levels: (competency - III.K.)</p>	<p>Required competency is not included:</p> <ul style="list-style-type: none"> Proactively apply methods to reduce student motivation to engage in problem behavior, assess its effectiveness, and teach functionally equivalent replacement behaviors. <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are. . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout);</p> <p style="text-align: center;">OR</p> <p>not focused on multiple settings, integrating discussion of the competencies.</p>	<p>Required competency is included:</p> <ul style="list-style-type: none"> Proactively apply methods to reduce student motivation to engage in problem behavior, assess its effectiveness, and teach functionally equivalent replacement behaviors. <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are. . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations;</p> <p style="text-align: center;">AND</p> <p>focused on multiple settings, integrating discussion of the competencies.</p>
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Guideline	Does Not Meet Requirements	Meets Requirements
<p>E. Collaboration with Families, Agencies, and the Community: (competencies - IV. A. & C.)</p>	<p>All required competencies are not included:</p> <ul style="list-style-type: none"> • Facilitating family and school collaboration with sensitivity to the range of the impact that ASD may have on the family system. • Assessing family preference for level of support in advocating for their children and provide appropriate assistance. <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are. . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout);</p> <p style="text-align: center;">OR</p> <p>not focused on multiple settings, integrating discussion of the competencies.</p>	<p>All required competencies are included:</p> <ul style="list-style-type: none"> • Facilitating family and school collaboration with sensitivity to the range of the impact that ASD may have on the family system. • Assessing family preference for level of support in advocating for their children and provide appropriate assistance. <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are. . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations;</p> <p style="text-align: center;">AND</p> <p>focused on multiple settings, integrating discussion of the competencies.</p>

<p>E. Collaboration with Families, Agencies, and the Community: (competencies - IV. B. & D.)</p>	<p>All required competencies are not included:</p> <ul style="list-style-type: none"> Identifying various agencies and community systems that support students with ASD in the home, community, and work settings. Communicating and advocating for the needs of students with ASD to police, emergency responders, and other individuals and groups in the community. <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are . . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout);</p> <p style="text-align: center;">OR</p> <p>not focused on multiple settings, integrating discussion of the competencies.</p>	<p>All required competencies are included:</p> <ul style="list-style-type: none"> Identifying various agencies and community systems that support students with ASD in the home, community, and work settings. Communicating and advocating for the needs of students with ASD to police, emergency responders, and other individuals and groups in the community. <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are . . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations;</p> <p style="text-align: center;">AND</p> <p>focused on multiple settings, integrating discussion of the competencies.</p>
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<p>E. Collaboration with Families, Agencies, and the Community: (competency - IV. E.)</p>	<p>Required competency is not included:</p> <ul style="list-style-type: none"> • Leading cross-system planning and collaboration efforts. <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are. . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout);</p> <p style="text-align: center;">OR</p> <p>not focused on multiple settings, integrating discussion of the competencies.</p>	<p>Required competency is included:</p> <ul style="list-style-type: none"> • Leading cross-system planning and collaboration efforts. <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are. . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations;</p> <p style="text-align: center;">AND</p> <p>focused on multiple settings, integrating discussion of the competencies.</p>
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<p>E. Collaboration with Families, Agencies, and the Community: (competency - IV. F.)</p>	<p>Required competency is not included:</p> <ul style="list-style-type: none"> • Designing instructional programs with attentiveness to legal mandates and family considerations. <p style="text-align: center;">OR</p> <p>Endorsement program does not provide evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">Or Competencies are . . .</p> <p>not in-depth and substantive (includes superficial content);</p> <p style="text-align: center;">OR</p> <p>not linked with assessment outcomes;</p> <p style="text-align: center;">OR</p> <p>not reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">OR</p> <p>not focused on different ASD populations (e.g., only Autism populations are emphasized throughout);</p> <p style="text-align: center;">OR</p> <p>not focused on multiple settings, integrating discussion of the competencies.</p>	<p>Required competency is included:</p> <ul style="list-style-type: none"> • Designing instructional programs with attentiveness to legal mandates and family considerations. <p style="text-align: center;">AND</p> <p>Endorsement program provides evidence that all candidates are assessed on their ability to apply the competencies, e.g., performance-based assessments.</p> <p style="text-align: center;">And Competencies are . . .</p> <p>in-depth, substantive, and have comprehensive content;</p> <p style="text-align: center;">AND</p> <p>linked with assessment outcomes;</p> <p style="text-align: center;">AND</p> <p>reflected in coursework, assignments, and syllabi;</p> <p style="text-align: center;">AND</p> <p>focused on different ASD populations;</p> <p style="text-align: center;">AND</p> <p>focused on multiple settings, integrating discussion of the competencies.</p>
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Section III. Faculty Activities

Guideline	Does Not Meet Requirements	Meets Requirements
<p>A. Faculty Qualifications (22 Pa. Code §354.41(a) and (c))</p> <p>1. Vitae are provided for all faculty teaching the core competencies.</p>	<p>Vitae are not available for faculty, including adjuncts, assigned to teach ASD Endorsement courses;</p> <p style="text-align: center;">OR</p> <p>Not all courses are assigned to an instructor.</p>	<p>Vitae are available for faculty, including adjuncts assigned to teach ASD Endorsement courses;</p> <p style="text-align: center;">AND</p> <p>Every course is assigned to an instructor.</p>
<p>2. Faculty in this endorsement certificate Program are assigned to courses <u>matching their expertise</u> as indicated by their degree, certification, experience and professional scholarship.</p>	<p>Evidence provided indicates that fewer than 80% of professional ASD Endorsement faculty members for this Program are qualified to teach their assigned course(s). Evidence includes related Academic degrees, public school certification(s), professional experience in Basic (Pre K-12) and/or Higher Education, and professional development pertaining to the competencies assigned to a course;</p> <p style="text-align: center;">OR</p> <p>For faculty with insufficient vitae, the institution has failed to provide additional comments in support of faculty qualifications for an assigned course.</p> <p>Note: reviewers must identify each faculty and his/her missing credentials.</p>	<p>Evidence provided indicates that at least 80% of professional ASD Endorsement faculty members for this Program are qualified to teach their assigned course(s). Evidence includes related Academic degrees, public school certification(s), professional experience in Basic (Pre K-12) and/or Higher Education, and professional development pertaining to the competencies assigned to a course;</p> <p style="text-align: center;">AND</p> <p>For faculty with insufficient related degrees, certifications, experience, or professional development, the institution has provided sufficient comments in support of their assignment to a course.</p> <p>Note: reviewers must identify each faculty and his/her missing credentials.</p>

Section IV. Field Experiences

Guideline	Does Not Meet Requirements	Meets Requirements
A. Experience Hours	<p>The Endorsement program does not provide evidence in syllabi or field experience handbook that candidates will have 80 hours of experience for observation and application in educational and behavioral programming for students with ASD.</p> <p style="text-align: center;">OR</p> <p>Field experiences do not represent a range of introduction from Stage 1 & 2 (observation) to Stage 3 (application).</p>	<p>The Endorsement program provides evidence in syllabi or field experience handbook that candidates will have at least 80 hours of experience in exploration and application experience in educational and behavioral programming for students with ASD.</p> <p style="text-align: center;">AND</p> <p>Field experiences represent a range of introduction from Stage 1 & 2 (observation) to Stage 3 (application).</p>
B. Placement Sites	<p>Syllabi/Field experience handbook documentation does not address field experience requirements.</p> <p style="text-align: center;">OR</p> <p>No required field experience placements allow:</p> <ol style="list-style-type: none"> 1. Direct interactions with professionals serving students with ASD 2. Direct experience interacting with students with ASD 	<p>Syllabi or Field experience handbook documents field experience requirements.</p> <p style="text-align: center;">AND</p> <p>Required field experience placements allow:</p> <ol style="list-style-type: none"> 1. Direct interactions with professionals serving students with ASD 2. Direct experience interacting with students with ASD
C. Observation and consultation	<p>No documentation is provided to indicate that field experiences will include observation and consultation with cooperating teachers, Program faculty and/or field experience supervisors.</p> <p style="text-align: center;">OR</p> <p>There is no evidence of a face-to-face instructional component for pre-student teaching.</p>	<p>Documentation indicates that field experiences will include observation and consultation with cooperating teachers, Program faculty and/or field experience supervisors.</p> <p style="text-align: center;">AND</p> <p>There is evidence of a face-to-face instructional component for pre-student teaching.</p>

<p>D. Competency Assessment</p>	<p>No documentation is provided to indicate the assessment of field experience competencies.</p> <p style="text-align: center;">OR</p> <p>There is no evidence that at least one experience occurs in a public school setting (this would include 0-3 early intervention settings utilizing federal dollars for IFSP implementation) to observe and assess all performance competencies.</p> <p style="text-align: center;">OR</p> <p>Field experience setting does not provide for opportunities to format or implement individualized assessments, interventions and instruction for students</p> <ul style="list-style-type: none"> a. Regular education setting b. Specialized setting 	<p>Documentation is provided to indicate the assessment of field experience competencies.</p> <p style="text-align: center;">AND</p> <p>There is evidence that at least one experience occurs in a public school setting (this would include 0-3 early intervention settings utilizing federal dollars for IFSP implementation) to observe and assess all performance competencies.</p> <p style="text-align: center;">AND</p> <p>Field experience setting provide for opportunities to format or implement individualized assessments, interventions and instruction for students</p> <ul style="list-style-type: none"> a. Regular education setting b. Specialized setting
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