

## EIS Credential Protocol

**Candidate Name:**

**Candidate's Title/Discipline:**

**Birth to Three Program:**

**Years of EI Practice:**

**Date of Initiating *EIS Credential* Portfolio:**

### STEP 1: WRITTEN EXAMINATION

- Reviewed *EIS Credential Study Guide* to determine readiness to sit for examination
- Engaged in any professional development needed to ready for examination
- Signed up for written examination (Date:            )
- Completed written examination (Date:            )
- If needed, retake written examination (Date(s):            )
- Notification of passed written examination (Date:            )

*Once passed, move on to STEP 2 and, if doing simultaneously, STEP 3.*

## STEP 2: SERVICE COORDINATION

Candidate Name: \_\_\_\_\_

Reviewer Name: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor confirmation candidate ready to implement?    Yes                      No

Candidate ready to implement based on pre-observation discussion?    Yes                      No

*(If no, please contact the Birth to Three Professional Development staff for next steps)*

**Scoring System:**

0 – No opportunities and evidence met criteria

1 – Few opportunities and evidence met less than half criteria

2 – Some but less than half opportunities and evidence met criteria

3 - Half opportunities and evidence met criteria

4 – Most opportunities and evidence met criteria

5 – All opportunities and evidence met criteria

Effectiveness Marker	0	1	2	3	4	5	Comments
SC1. Facilitates meeting so all team members contribute their perspectives to IFSP development. (A4, A5, PI1, CC1, CC2, CC3, CC4, FCP1, FCP3, FCP5, PR7, PR10, PR16)							
SC2. Describes, checks for understanding, and assures all aspects of IFSP meeting and document are aligned with the Birth to Three philosophy and reminds the team of the philosophy as needed. (CC1, CC3, FCP1, FCP 3, FCP 5, FCP 6, FCP8, PR11, PR16)							
SC3. Elicits, listens, asks questions, and documents to assure the IFSP is detailed and individualized. (A1, A2, A3, A5, PI1, PI2, FC[1, FCP2, FCP3, FCP8)							
SC4. Family understands the IFSP process and is ready to contribute. (CC1, FCP1, FCP3, FCP5, FCP6, PR16)							
SC5. Coordinates assessment information with family input given equal weight, if not more, as professional input. (CD5, CD6, A1, A2, A3, A4, A5, FCP1, FCP2, FCP3, FCP5, PR16)							
SC6. Assessment information and resulting IFSP are individualized, functional and participatory, and crosses domains. (CD5, CD6, A1, A2, A3, A4, A5, PI1, CC3, FCP1, FCP2, FCP8)							
SC7. Demonstrates delivery of services has been monitored, is coordinated, and the family is satisfied. (A2, A4, PI1, PI2, CC2, CC3, CC4, FCP1, FCP3, FCP5, PR14, PR16)							
SC8. Follows, informs team, and answers questions about policies and procedures. (CC1, CC3, CC5, FCP5, FCP6, PR5)							

Effectiveness Marker	0	1	2	3	4	5	Comments
SC9. Avoids family repeating contributions from prior discussions AND assures family openly contributes new information and ideas. (CC1, FCP1, FCP3, FCP5, FCP8, PR16)							
SC10. Shares perspectives of team members not in attendance such as other family members, childcare and other community professionals, and medical home. (A2, A3, A4, A5, PI1, CC1, CC2, CC3, CC4, CC5, FCP1, FCP3, FCP5)							
SC11. Elicits, shares information about, and easily connects family to formal and informal resources that are responsive to individual family culture and designed to meet IFSP outcomes. (PI1, PI2, CC2, CC4, FCP1, FCP2, FCP3, FCP5, FCP7, FCP8)							
SC12. Elicits, listens, asks questions, and documents child outcomes, objectives, and strategies that are individualized to child and family everyday life and aligned with current child developmental status. (CD5, CD6, A1, A2, A3, A4, A5, PI1, PI2, FCP1, FCP2, FCP3, FCP5)							
SC13. Elicits, listens, asks questions, and documents family outcomes that align with information derived from the family and the family's vision for their family. (CD6, A4, A5, PI1, CC1, FCP1, FCP2, FCP3, FCP5, FCP6, FCP7, FCP8, PR16)							
SC14. Elicits, listens, asks questions, and documents outcomes, objectives, and strategies that are individualized to family's vision for child's next environment (transition). (A1, A2, A3, A4, A5, PI1, PI2, CC2, CC3, CC4, CC5, FCP1, FCP2, FCP3, FCP5, FCP6, FCP7, PR5, PR6)							
SC15. Identifies, reviews, and revises the early intervention team as needed to best fit the family. (A5, PI1, CC1, CC2, CC3, CC4, FCP1, FCP2, FCP3, FCP5, FCP6, FCP8, PR16)							
SC16. Describes and gains consensus on frequency and duration of services. (A5, PI1, CC1, CC3, FCP1, FCP2, FCP3, FCP5, PR16)							
SC17. Summarizes decisions made and next steps including the responsibilities of each team member and any required timelines. (A5, CC1, CC3, CC5, FCP1, FCP3, FCP5)							
SC18. Helps family make decisions by eliciting information from professionals and family. (CC1, CC3, FCP1, FCP3, FCP5, FCP7, FCP8, PR7, PR14, PR16)							
SC19. Carries themselves in a professional manner when interacting with families and other team members and holds others to ethical and evidence-based practices. (CC1, CC3, FCP3, FCP5, FCP8, PR7)							

SC20. Coaches family to advocate for their entire family and their child. (CC2, CC4, CC5, FCP3, FCP5, FCP7, FCP8, PR5, PR14, PR16)							
<b>Effectiveness Marker</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>
SC21. Follows any related federal and state policies, regulations, and procedures for early intervention and the larger early childhood field and, as needed, accurately and clearly communicates this information to the family. (PR5, PR6)							
SC22. Follows one's disciplinary scope of practice and standards of professional conduct and, as needed, accurately and clearly communicates this information as well as that of other disciplines with the family. (PR7, PR17)							
<b>DTAs and Waived DTs:</b>							
SC23. REQUIRED for ALL: Explains to family models of early intervention teaming and uses the selected model to determine team member roles and responsibilities. (CC3.8)							
SC24. OPTIONAL for ALL: Applies the five core principles of DEC's Code of Ethics to Service Coordination. (PR7.11)							

**Average Score:**

**# of markers scored ≤3:**

**Circle one:    PASS            FAIL**

**Overall comments:**

DRAFT

### STEP 3: EVALUATION AND ASSESSMENT

Candidate Name: \_\_\_\_\_

Reviewer Name: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor confirmation candidate ready to implement? Yes  No

Candidate ready to implement based on pre-observation discussion? Yes  No

*(If no, please contact the Birth to Three Professional Development staff for next steps)*

**Scoring System:**

- |   |  |
|---|--|
| 0 – No opportunities and evidence met criteria                      | 3 - Half opportunities and evidence met criteria |
| 1 – Few opportunities and evidence met less than half criteria      | 4 – Most opportunities and evidence met criteria |
| 2 – Some but less than half opportunities and evidence met criteria | 5 – All opportunities and evidence met criteria  |

Effectiveness Marker	0	1	2	3	4	5	Comments
EA1. Clearly explains early intervention and how the evaluation/assessment procedures contribute to the early intervention process. (CC1, CC2, CC4, CC5, FCP6, FCP7)							
EA2. Designs and implements evaluation and assessment focused on family priorities. (CD5, CD6, A1, A2, A3, PI1, CC1, CC5, FCP1, FCP2, FCP3, FCP5, FCP8)							
EA3. Assesses in ways and shares information that demonstrates the complexity of child development rather than general milestones. (CD5, CD6, A1, A2, PI1, PI2, CC1, FCP1, FCP2, FCP3, FCP5)							
EA4. Designs and implements evaluation/assessment procedures that align with its purpose and results in valid and reliable decisions. (CD5, CD6, A1, A2, A3, PI1, CC1, CC3, FCP3, FCP5, FCP6)							
EA5. Readies family to participate in evaluation/assessment. (A3, A4, CC2, CC4, FCP1, FCP3, FCP5, FCP6, FCP7, FCP8, PR5, PR6, PR14)							
EA6. Assures active family participation in ALL aspects of evaluation/assessment, including interpreting child behavior/development and synthesizing findings. (A1, A3, CC1, FCP1, FCP3, FCP5, FCP, FCP8, PR14)							
EA7. Collaborates with professional team members fluidly and effectively. (A4, CC1, CC3, FCP6, PR7, PR17)							

Effectiveness Marker	0	1	2	3	4	5	Comments
EA8. Uses multiple sources (people, types, activities) of evaluation/assessment data to yield valid and reliable information about child's developmental functioning. (CD5, CD6, A1, A2, A3, PI1, PI2, CC1, CC2, CC3, CC4, CC5, FCP1, FCP2, FCP3, FCP5)							
EA9. Conducts evaluation/assessment methods in authentic ways and settings to yield valid and reliable information about child's developmental functioning in real life. (CD5, CD6, A1, A2, A3, PI1, PI2, CC1, CC2, CC3, CC4, FCP1, FCP2, FCP3, FCP5, FCP6, FCP8)							
EA10. Uncovers, utilizes, and conveys child and family strengths. (CD5, A1, A2, A5, PI1, PI2, CC1, CC5, FCP1, FCP2, FCP5, FCP8)							
EA11. Selects and individualizes evaluation/assessment approaches to child characteristics. (CD5, CD6, A1, A2, A3, PI1, FCP1, FCP2, FCP3, FCP5, FCP8)							
EA12. Elicits, listens, and asks questions to reliably gather observations and other data from family. (CD5, CD6, A1, A3, PI1, PI2, CC1, FCP3, FCP5)							
EA13. Recognizes strengths and limitations of evaluation/assessment instruments and selects and utilizes instruments according to those strengths and limitations. (CD5, CD6, A2, A3, FCP1, FCP3)							
EA14. Assesses strengths and needs of social, physical, and temporal environment in fostering child development and participation. (CD5, CD6, A1, A2, A5, PI1, PI2, CC2, CC4, FCP1, FCP2, FCP3, FCP5, FCP8)							
EA15. Converges data across all sources and family and professional team members into a strengths-based, holistic picture of child functioning. (CD5, A1, A3, A4, A5, CC1, CC2, CC3, CC4, FCP1, FCP2, FCP3, FCP5, FCP6, FCP7, PR14, PR16)							
EA16. Summarizes developmental profile verbally and in writing that is strengths-based and aligns with agreed upon convergence. (CD5, CD6, A1, A2, A3, A4, A5, PI1, PI2, CC1, CC3, CC5, FCP1, FCP2, FCP3, FCP5, FCP8)							
EA17. Discusses, agrees upon, and reports on resulting decisions and next steps that align with the converged data. (CD5, CD6, A1, A2, A3, A4, A5, PI1, PI2, CC1, CC2, CC3, CC4, CC5, FCP1, FCP2, FCP3, FCP5, FCP6, FCP7, FCP8, PR5, PR6, PR16)							
EA18. Carries themselves in a professional manner when with family and other team members and holds themselves and others to ethical and evidence-based practices. (CC1, CC3, FCP1, FCP2, FCP3, FCP5, FCP7, FCP8)							

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Effectiveness Marker	0	1	2	3	4	5	Comments
EA19. Practices are attuned to understanding how the individual family functions including their values, priorities, ways of being, and how they choose to engage with professionals. (CD6, A1, PI1, PI2, CC2, CC5, FCP1, FCP2, FCP3, FCP5, FCP8)							
EA20. Follows any related federal and state policies, regulations, and procedures for early intervention and the larger early childhood field and, as needed, accurately and clearly communicates this information with the family. (PR5, PR6)							
EA21. Follows one's disciplinary scope of practice and standards of professional conduct and, as needed, accurately and clearly communicates this information as well as that of other disciplines with the family. (PR7, PR17)							
<b>DTAs and Waived DTs:</b>							
EA22. REQUIRED for CSEs and ODTAs: Integrates child's strengths and needs in cognitive processes into evaluation/assessment. (PI2.11)							
EA23. REQUIRED for CSEs and ODTAs: Integrates child's strengths and needs in object and social play into evaluation/assessment. (PI2.11)							
EA24. REQUIRED for CSEs and ODTAs: Interprets child's development and participation through the lens of a specific theory. (CD5.7)							
EA25. OPTIONAL for ALL: Applies the five core principles of DEC's Code of Ethics to Evaluation/Assessment. (PR7.11)							
<b>ADDITIONAL items when DTAs administer comprehensive instrument:</b>							
EA26. Clearly communicates to family reason for and procedures of instrument administration. (A1, A3, CC1, FCP1, FCP3)							
EA27. Sets up a comfortable environment for child and family. (CD5, CD6, A4, FCP1, FCP3, FCP5)							
EA28. Administers instrument fluidly and knowledgeably. (CD5, A3)							
EA29. Follows all instrument procedures with fidelity. (A3, CC1)							
EA30. Adapts evaluation/assessment procedures to fit child's specific disability characteristics. (CD5, CD5.8, CD6, A1, A2, A3, A4, A5, CC1, FCP1, FCP3)							
<b>ADDITIONAL items when DTAs score comprehensive assessment instrument alongside evaluator:</b>							
EA31. Reliably scores every domain of evaluation/assessment instrument. (CD5, CD6, A3)							
EA32. Reflects on and shares defensible rationale for any disagreements. (CD5, CD6, A3)							



**Average Score:**

**# of markers scored  $\leq 3$ :**

**Circle one: PASS**

**FAIL**

**Overall comments:**

DRAFT

### STEP 4: HOME INTERVENTION

Candidate Name: \_\_\_\_\_

Reviewer Name: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor confirmation candidate ready to implement?    **Yes**                      **No**

Candidate ready to implement based on pre-observation discussion?    **Yes**                      **No**  
*(If no, please contact the Birth to Three Professional Development staff for next steps)*

**Scoring System:**

- |   |  |
|---|--|
| 0 – No opportunities and evidence met criteria                      | 3 - Half opportunities and evidence met criteria |
| 1 – Few opportunities and evidence met less than half criteria      | 4 – Most opportunities and evidence met criteria |
| 2 – Some but less than half opportunities and evidence met criteria | 5 – All opportunities and evidence met criteria  |

Effectiveness Marker	0	1	2	3	4	5	Comments
HI1. Plans visit based on in-between visit data and family priorities and child interest and caregiving needs. (CD5, CD6, A1, A2, A3, A4, PI1, CC1, CC2, CC4, CC5, FCP1, FCP2, FCP3, FCP5, FCP8)							
HI2. Uses authentic observations and discussions to identify strategies to meet child outcomes. (CD5, CD6, A1, A2, A3, A4, PI1, PI2, CC1, FCP1, FCP3, FCP5, FCP8)							
HI3. Identifies and discusses strengths and needs of responsive caregiving context and possible ways to promote quality interactions to meet family priorities and child outcomes aligned with and respectful of family’s ways of being. (CD5, CD6, A1, A2, PI1, PI2, FCP1, FCP2, FCP3, FCP8)							
HI4. Identifies and discusses strengths and needs of the physical and temporal environment and possible ways to adapt those environmental characteristics to meet family priorities and child outcomes aligned with and respectful of family’s ways of being. (CD5, CD6, A1, A2, PI1, PI2, FCP1, FCP3, FCP8)							
HI5. Collaborates with family to determine potential strategies. (CD5, CD6, A2, A4, PI1, PI2, CC1, CC5, FCP1, FCP3, FCP5, FCP8)							
HI6. Shares evidence-based strategies in ways that fit and are individualized to family culture and everyday way of life. (CD5, CD6, A1, A2, PI1, PI2, FCP1, FCP2, FCP3, FCP5, FCP8)							

HI7. Is knowledgeable and comfortable integrating strategies across domains and team members. (CD5, A1, A3, A4, PI2, CC2, CC3, CC5, PR17)							
<b>Effectiveness Marker</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>
HI8. Assures strategies make sense to family and links strategies to family priorities reflected in IFSP outcomes. (CD6, A1, PI1, CC1, CC5, FCP1, FCP2, FCP5)							
HI9. Uses modeling effectively and judiciously. (CC1, FCP3, FCP5)							
HI10. Affirms family competencies by reinforcing family's ideas, actions, and insights. (CD5, A2, CC1, CC5, FCP1, FCP3, FCP5)							
HI11. Family practices strategies during visit where and when they will use strategies in between visits. (CD6, A1, A2, PI1, FCP3, FCP8)							
HI12. Both family and professional share perspectives on how strategy worked to determine next steps. (CD5, CD6, A1, A2, A3, A4, PI1, PI2, CC1, FCP1, FCP3, FCP5, FCP8)							
HI13. Ensures family has access to resources in and outside of early intervention to meet family and child outcomes including advocacy efforts. (PI1, CC2, CC3, CC4, CC5, FCP1, FCP2, FCP3, FCP5, FCP7, FCP8, PR16)							
HI14. Collaborates with family to write strengths-based visit note focusing on time in between visits. (CD5, CD6, A1, A3, A4, A5, PI2, CC1, CC5, FCP1, FCP3, FCP8)							
HI15. Interacts with family members with warmth, positivity, respect, and interest in the partnership. (CC1, CC5, FCP3)							
HI16. Carries themselves in a professional manner when interacting with all individuals in the home. (CC1, CC2, CC4, CC5, FCP1, FCP3)							
HI17. Family interacts with child for the majority of the visit. (CD6, A1, A3, A4, PI1, PI2, FCP1, FCP2, FCP5)							
HI18. Intervention focused on child outcomes takes place within whatever the family is usually doing at the time of the visit, with the people and materials that are usually there. (CD6, A1, A2, A4, PI1, PI2, FCP1, FCP2)							
HI19. Practices with a strong cultural understanding of how the individual family functions including their values, priorities, ways of being, and how they choose to engage with professionals. (CD6, A1, PI1, PI2, CC2, CC5, FCP1, FCP2, FCP3, FCP5, FCP8)							
HI20. Practices in response to family interest, priorities, and perspectives. (CD6, A1, PI1, CC1, CC5, FCP1, FCP3, FCP5, FCP7, FCP8)							
HI21. Shares information about how Early Intervention functions. (CC1, CC5, FCP6, FCP7, PR14, PR16) <i>Can be scored N/A.</i>							

HI22. Follows any related federal and state policies, regulations, and procedures for early intervention and the larger early childhood field and, as needed, accurately and clearly communicates this information to the family. (CC5, FCP6, PR5, PR6)							
<b>Effectiveness Marker</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>
HI23. Follows one's disciplinary scope of practice and standards of professional conduct and, as needed, accurately and clearly communicates this information as well as that of other disciplines to the family. (CC3, PR7, PR17)							
<b>DTAs and Waived DTs:</b>							
HI24. REQUIRED for CSEs and ODTAs: Applies a specific developmental theory to intervention planning and implementation and practices according to that theory. (CD5.7)							
HI25. REQUIRED for CSEs and ODTAs: Creates, implements, and evaluates evidence-based strategies to support object and/or social play development within the family's cultural conception of play. (PI2.11)							
HI26. OPTIONAL for CSEs and ODTAs: Creates, implements, and evaluates evidence-based strategies to support cognitive processes and academic content into the intervention that aligns with child's developmental status and family context. (PI2.11)							
HI27. OPTIONAL for ALL: Supports family in facilitating social-emotional development using targeted intervention strategies. (PI2.11)							
HI28. OPTIONAL for ALL: Applies the five core principles of DEC's Code of Ethics to Home Intervention. (PR7.11)							

**Average Score:**

**# of markers scored ≤3:**

**Circle one:    PASS            FAIL**

**Overall comments:**

## STEP 5: COMMUNITY INTERVENTION

Candidate Name: \_\_\_\_\_

Reviewer Name: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor confirmation candidate ready to implement?    **Yes**                      **No**

Candidate ready to implement based on pre-observation discussion?    **Yes**                      **No**

*(If no, please contact the Birth to Three Professional Development staff for next steps)*

**Scoring System:**

0 – No opportunities and evidence met criteria

1 – Few opportunities and evidence met less than half criteria

2 – Some but less than half opportunities and evidence met criteria

3 - Half opportunities and evidence met criteria

4 – Most opportunities and evidence met criteria

5 – All opportunities and evidence met criteria

Effectiveness Marker	0	1	2	3	4	5	Comments
CI1. Plans visit based on in-between visit data, family priorities, target caregiver(s) interest, and child interest and caregiving needs. (CD5, CD6, A1, A2, A3, A4, PI1, CC1, FCP1, FCP2, FCP8)							
CI2. Uses authentic observations and discussions to identify strategies to meet child outcomes. (CD5, CD6, A1, A2, A3, A4, PI1, PI2, CC2, FCP1)							
CI3. Identifies and discusses strengths and needs of responsive caregiving context and possible ways to promote quality interactions to meet child outcomes aligned with and respectful of family priorities AND philosophy and approach of community setting. (CD5, CD6, A1, A2, PI1, PI2, FCP1, FCP2, FCP8)							
CI4. Identifies and discusses strengths and needs of physical and temporal environment and possible ways to adapt those environmental characteristics to meet child outcomes aligned with and respectful of family priorities AND philosophy and approach of community setting. (CD5, CD6, A1, A2, PI1, PI2, FCP1, FCP2, FCP8)							
CI5. Collaborates with target caregiver(s) to determine potential strategies. (CD5, CD6, A2, A4, PI1, PI2, CC1, CC5, FCP1)							
CI6. Shares evidence-based strategies in ways that fit and are individualized to family culture and the philosophy and approach of the community setting. (CD5, CD6, A1, A2, PI1, PI2, FCP1, FCP2, FCP8)							

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Effectiveness Marker	0	1	2	3	4	5	Comments
CI7. Is knowledgeable and comfortable integrating strategies across domains and team members. (CD5, A1, A3, A4, PI2, CC2, CC3, PR7)							
CI8. Assures strategies make sense to target caregiver(s) and links strategies to priorities reflected in IFSP outcomes. (CD6, A1, PI1, CC1, CC5, FCP1, FCP2)							
CI9. Uses modeling effectively and judiciously. (CC1)							
CI10. Affirms target caregiver(s)'s competencies by reinforcing their ideas, actions, and insights. (CD5, A2, CC1)							
CI11. Target caregiver(s) practices strategies during visit where and when they will use the strategies in between visits. (CD6, A1, A2, PI1)							
CI12. Both target caregiver(s) and early intervention professional share perspectives on how strategy worked to determine next steps. (CD5, CD6, A1, A2, A3, A4, PI1, PI2, CC1)							
CI13. Effectively applies community appropriate practices and shares community appropriate strategies. (CD5, CD6, A1, PI1, PI2, CC1, CC3, CC4, FCP1, FCP2, FCP3, FCP8)							
CI14. Collaborates with target caregiver(s) to write strengths-based visit note focusing on the time in between visits. (CD5, CD6, A1, A3, A4, A5, PI2, CC1, FCP1, FCP3, FCP8)							
CI15. Interacts with target caregiver(s) with warmth, positivity, respect, and interest in the partnership. (CC1, PR8, PR9)							
CI16. Carries themselves in a professional manner when interacting with all individuals in the community setting. (CC1, CC2, CC4, PR8, PR9)							
CI17. Child interacts with target caregiver(s) and other children for the majority of the visit. (CD6, A1, A3, A4, PI1, PI2)							
CI18. Intervention takes place within whatever is usually happening at the time of the visit, with the people and materials that are usually there. (CD6, A1, A2, A4, PI1, PI2)							
CI19. Practices with a strong understanding of how the community setting functions including their philosophy and approach. (CD6, A1, PI1, PI2, CC2, CC4)							
CI20. Practices in response to target caregiver(s)'s interest, priorities, and perspectives. (CD6, A1, PI1, CC1, CC2, CC4)							
CI21. Shares information about how Early Intervention functions. (CC1, CC2, CC4, CC5, FCP6, FCP7, PR14) <i>Can be scored N/A.</i>							
CI22. Follows any related federal and state policies, regulations, and procedures for early intervention and the larger early childhood							

field and, as needed, accurately and clearly communicates this information to the family. (CC5, FCP6, PR5, PR6)							
<b>Effectiveness Marker</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>
CI23. Follows one's disciplinary scope of practice and standards of professional conduct and, as needed, accurately and clearly communicates this information as well as that of other disciplines to the target caregiver(s). (CC3, PR7, PR17)							
<b>DTAs and Waived DTs:</b>							
CI24. REQUIRED for ECEs and ODTAs: Embeds universal design for learning principles into intervention design. (PI2.12)							
CI25. REQUIRED for CSEs and ODTAs: Integrates early childhood curriculum frameworks into the community visit that aligns with child's developmental status and community context. (PI2.12)							
CI26. REQUIRED for CSEs and ODTAs: Creates, implements, and evaluates evidence-based strategies to support object and/or social play development within community setting's philosophy and approach to play. (PI2.11)							
CI27. OPTIONAL for CSEs and ODTAs: Creates, implements, and evaluates evidence-based strategies to support cognitive processes and academic content into the intervention that aligns with child's developmental status and community context. (PI2.11)							
CI28. OPTIONAL for ALL: Supports target caregiver(s) in facilitating social-emotional development using targeted intervention strategies. (PI2.11)							
CI29. OPTIONAL for ALL: Applies the five core principles of DEC's Code of Ethics to Community Intervention. (PR7.11)							

**Average Score:**

**# of markers scored ≤3:**

**Circle one:    PASS                  FAIL**

**Overall comments:**



**STEP 6: OVERALL PROFESSIONALISM AND SPECIFIC REQUIREMENT ATTESTATION**

Candidate Name: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Overall Professionalism**

**Scoring System:**

- 0 – Does not meet any expectations with no evidence provided or unsubstantiated evidence
- 1 – Meets few expectations with vague evidence
- 2 – Meets some but less than half expectations with general rather than specific evidence

- 3 – Meets most expectations with some evidence sufficient while other general
- 4 – Meets all expectations with sufficient evidence
- 5 – Exceeds expectations with robust evidence

<b>Effectiveness Marker</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>
OP1. Develops and sustains positive relationships with all adults in which they engage during their work. (PR9, PR10, PR11)							
OP2. Reflects productively on one’s own practices and interactions to intentionally continue certain practices and change others. (PR8, PR12)							
OP3. Seeks out and participates in a variety of professional development experiences to advance one’s knowledge and practice in early intervention. (PR13)							
OP4. Seeks out and participates in leadership opportunities at the individual, program, state, or national levels that promotes the early intervention profession and/or early intervention supports that build family capacity and inclusive child opportunities. (PR15)							
<b>DTAs and Waived DTs:</b>							
OP5. REQUIRED for DTAs and Waived DTs: Engages with the early intervention profession at the local, regional, national, and/or international levels. (PR15.5)							

**Average Score:**

**# of markers scored ≤3:**

**Circle one:    PASS                  FAIL**

Overall comments:

DRAFT

### SPECIFIC REQUIREMENT: Diversity, Equity, and Inclusion

Successfully implemented:

- Service Coordination

AND EITHER

- Home Intervention      OR       Community Intervention

with a family whose identity characteristics are different from candidates' identity characteristics. Success is defined in the criteria outlined for the particular *EIS Credential* component.

### SPECIFIC REQUIREMENTS: DTAs and Waived DTs

Check off that these requirements occurred within one of the optional *EIS Credential* components by reviewing the scored rubric. *The item must be scored a 4 or 5:*

- Created targeted strategies to promote **social-emotional development**.
  - Item HI27 in Home Intervention  
OR
  - Item CI28 in Community Intervention
  
- Written reflection described one specific way the candidate met EACH of the 5 core principles of **DEC's Code of Ethics**.
  - Item SC24 in Service Coordination  
OR
  - Item EA25 in Assessment/Evaluation  
OR
  - Item HI28 in Home Intervention  
OR
  - Item CI29 in Community Intervention
  
- For CSEs and ODTAs only:* Integrated **cognitive processes** AND ONE **academic content domain** into the intervention.
  - Item HI26 in Home Intervention  
OR
  - Item CI27 in Community Intervention