

505-3-.12 BIRTH THROUGH FIVE PROGRAM

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals to work with and teach children from birth through 5 years of age and supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs.

(2) Requirements.

(a) To receive approval, a state-approved professional education unit shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

1. The program shall conform to the following standards for initial Early Childhood Professional Preparation programs published by the National Association for the Education of Young Children (NAEYC):

(i) The program shall prepare candidates who use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

(ii) The program shall prepare candidates who know about, understand, and value the importance and complex characteristics of children's families and communities. Candidates shall use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

(iii) The program shall prepare candidates who know about and understand the goals, benefits, and uses of assessment. They shall know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

(iv) The program shall prepare candidates who integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

(v) The program shall prepare candidates who identify and conduct themselves as members of the early childhood profession. They shall know and use ethical guidelines and other professional standards related to early childhood practice. They shall be continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They shall be informed advocates for sound educational practices and policies.

2. The program shall conform to the following standards for initial Early Childhood Education programs as published by the Council for Exceptional Children:

(i) Foundations

(I) The program shall prepare candidates who are familiar with the historical and philosophical foundations of services for young children both with and without exceptional learning needs.

(II) The program shall prepare candidates who are familiar with trends and issues in early childhood education and early childhood special education.

(III) The program shall prepare candidates who know the law and policies that affect young children, families, and programs for young children.

(ii) Development and Characteristics of Learners

(I) The program shall prepare candidates who know theories of typical and atypical early childhood development.

(II) The program shall prepare candidates who know the effect of biological and environmental factors on pre-, peri-, and post-natal development.

(III) The program shall prepare candidates who understand the influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.

(IV) The program shall prepare candidates who know the significance of socio-cultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.

(V) The program shall prepare candidates who are aware of the impact of medical conditions on family concerns, resources, and priorities.

(VI) The program shall prepare candidates who know about childhood illnesses and communicable diseases.

(iii) Individual Learning Differences

(I) The program shall prepare candidates who use intervention strategies with young children and their families that affirm and respect family, cultural and linguistic diversity.

(iv) Instructional Strategies

(I) The program shall prepare candidates who use instructional practices based on knowledge of the child, family, community, and the curriculum.

(II) The program shall prepare candidates who use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.

(III) The program shall prepare candidates who prepare young children for successful transitions.

(v) Learning Environments and Social Interactions

(I) The program shall prepare candidates who are familiar with medical care considerations for premature, low-birth-weight, and other young children with medical and health conditions.

(II) The program shall prepare candidates who implement nutrition plans and feeding strategies.

(III) The program shall prepare candidates who use health appraisal procedures and make referrals as needed.

(IV) The program shall prepare candidates who design, implement, and evaluate environments to assure developmental and functional appropriateness.

(V) The program shall prepare candidates who provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.

(VI) The program shall prepare candidates who maximize young children's progress in group and home settings through organization of the physical, temporal, and social environments.

(vi) Language

(I) The program shall prepare candidates who support and facilitate family and child interactions as primary contexts for learning and development.

(vii) Instructional Planning

(I) The program shall prepare candidates who implement, monitor and evaluate individualized family service plans and individualized education plans.

(II) The program shall prepare candidates who plan and implement developmentally and individually appropriate curriculum.

(III) The program shall prepare candidates who design intervention strategies incorporating information from multiple disciplines.

(IV) The program shall prepare candidates who implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.

(viii) Assessment

(I) The program shall prepare candidates who assess the development and learning of young children.

(II) The program shall prepare candidates who select, adapt, and use specialized formal and informal assessments for infants, young children, and their families.

(III) The program shall prepare candidates who participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.

(IV) The program shall prepare candidates who assist families in identifying their concerns, resources, and priorities.

(V) The program shall prepare candidates who participate and collaborate as a team member with other professionals in conducting family-centered assessments.

(VI) The program shall prepare candidates who evaluate services with families.

(ix) Professional and Ethical Practice

(I) The program shall prepare candidates who are familiar with organizations and publications relevant to the field of early childhood special education.

(II) The program shall prepare candidates who recognize signs of child abuse and neglect in young children and follow reporting procedures.

(III) The program shall prepare candidates who respect family choices and goals.

(IV) The program shall prepare candidates who apply models of team process in early childhood.

(V) The program shall prepare candidates who advocate for enhanced professional status and working conditions for early childhood service providers.

(VI) The program shall prepare candidates who participate in activities of professional organizations relevant to the field of early childhood special education.

(VII) The program shall prepare candidates who apply research and effective practices critically in early childhood settings.

(VIII) The program shall prepare candidates who develop, implement, and evaluate a professional development plan relevant to their work with young children.

(x) Collaboration

(I) The program shall prepare candidates who understand the dynamics of team-building, problem-solving, and conflict resolution.

(II) The program shall prepare candidates who assist the family in planning for transitions.

(III) The program shall prepare candidates who communicate effectively with families about curriculum and their child's progress.

(IV) The program shall prepare candidates who apply models of team process in early childhood settings.

(V) The program shall prepare candidates who apply various models of consultation in early childhood settings.

(VI) The program shall prepare candidates who establish and maintain positive collaborative relationships with families.

(b) The program shall meet all requirements specified in rule 505-3-.01 (4.f.), Special Georgia Requirements.

[Authority O.C.G.A. § 20-2-200](#)