505-3-.59 SPECIAL EDUCATION PRESCHOOL (AGES 3-5) PROGRAM

Nature of Amendment(s):

✓ **Substantive**
Clarification
Further Definition

Discussion:

It is proposed that GaPSC Educator Preparation Rule 505-3-.59 SPECIAL EDUCATION PRESCHOOL (AGES 3-5) PROGRAM, dated May 15, 2014, be REPEALED and that a new rule with the same number and the same title be INITIATED. The new rule reflects the simplification and/or removal of ambiguous terms, includes updated program content standards, and incorporates the applicable standards specified in GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach students aged 3-5 (below K) with disabilities. This rule supplements requirements in GaPSC Educator Preparation Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and GaPSC Rule 505-3-.03, FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(2) **Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the Early Interventionist/Early Childhood Special Educator (EI/ECSE) Standards published by the Council for Exceptional Children (2020).

  1. Child Development and Early Learning. Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. Multiple factors are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

    (i) Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions;

    (ii) Candidates apply knowledge of normative sequences of early development, individual differences, and families to support each child's development and learning across contexts;

    (iii) Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction; and

    (iv) Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.

  2. Partnering with Families. Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They

apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.

    (i)   Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and responsive partnerships with all families that allow for the mutual exchange of knowledge and information;

    (ii)   Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions, and advocate for access and participation in the school environment; and

    (iii)   Candidates engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.

3.   <u>Collaboration and Teaming</u>. Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using developmentally, and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.

    (i)   Candidates apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies;

    (ii)   Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach; and

    (iii)   Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth until kindergarten.

4.   <u>Assessment Processes</u>. Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and responsive tools and methods that are appropriate to the characteristics of the young child, family, and program. Using evidence-based and evidence-informed practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

    (i)   Candidates understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally and linguistically responsive, valid, reliable tools and methods that are appropriate to the characteristics of the young child, family, and program;

(ii)   Candidates develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based and evidence-informed practices, including technology, in partnership with families and other professionals;

(iii)   Candidates analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals; and

(iv)   Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

5.   Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences. Candidates collaborate with families and professionals to use an evidence-based, developmentally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences that provide each child and family with access and opportunities for learning and growth.

(i)   Candidates collaborate with families and other professionals in identifying an evidence based curriculum addressing developmental and content domains to design and facilitate meaningful, developmentally responsive learning experiences that support the unique abilities and needs of all children and families; and

(ii)   Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure access to universally designed, developmentally responsive, and challenging learning experiences.

6.   Using Responsive and Reciprocal Interactions, Interventions, and Instruction. Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate access and participation for all children and families within the school environment through responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

(i)   Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains;

(ii)   Candidates engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development;

(iii)   Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family;

(iv) Candidates promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors;

(v) Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts;

(vi) Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement; and

(vii) Candidates plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of settings.

7. Professionalism and Ethical Practice. Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.

(i) Candidates engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations;

(ii) Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices;

(iii) Candidates exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making; and

(iv) Candidates practice within ethical and legal policies and procedures.

(b) The program shall prepare professionals who understand and apply principles of teaching reading and writing and who meet the following identified standards specified by the International Literacy Association, 2017, as well as the applicable standards delineated in GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

1. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

3. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Authority O.C.G.A. § 20-2-200