

**505-3-.100 SPECIAL EDUCATION PRESCHOOL (AGES 3-5) ENDORSEMENT PROGRAM**

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare teachers to teach students ages 3-5 (below K) with disabilities. This rule supplements requirements in Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) A GaPSC approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program or as an endorsement program embedded in a GaPSC-approved initial preparation program or an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 3. (viii) of GaPSC educator preparation rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

1. A GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards published by the Council for Exceptional Children 2012.

(i) Learner and Learning: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities as indicated by the following:

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

(II) The program shall prepare candidates who understand the biological and environmental factors that affect pre-, peri-, and postnatal development and learning;

(III) The program shall prepare candidates who understand the impact of medical conditions and related care on development and learning;

(IV) The program shall prepare candidates who understand the impact of medical conditions on family concerns, resources, and priorities;

(V) The program shall prepare candidates who understand the specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life;

(VI) The program shall prepare candidates who understand the factors that affect the mental health and social-emotional development of infants and young children;

(VII) The program shall prepare candidates who understand that infants and young children develop and learn at varying rates;

(VIII) The program shall prepare candidates who understand the impact of a child's abilities, needs, and characteristics on development and learning;

(IX) The program shall prepare candidates who understand the impact of social and physical environments on development and learning;

(X) The program shall prepare candidates who understand the impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development;

(XI) The program shall prepare candidates who understand the impact of language delays on behavior;

(XII) The program shall prepare candidates who apply current research to the five developmental domains, play and temperament in learning situations;

(XIII) The program shall prepare candidates who develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children and their families;

(XIV) The program shall prepare candidates who develop and match learning experiences and strategies to characteristics of infants and young children;

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

(XVI) The program shall prepare candidates who support caregivers to respond to a child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations; and

(XVII) The program shall prepare candidates who establish communication systems for young children that support self-advocacy.

(ii) Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination as indicated by the following:

(I) The program shall prepare candidates who select, develop, and evaluate developmentally and functionally appropriate, materials, equipment, and environments;

(II) The program shall prepare candidates who organize space, time, materials, peers, and adults to maximize progress in natural and structured environments;

(III) The program shall prepare candidates who embed learning opportunities in everyday routines, relationships, activities, and places;

(IV) The program shall prepare candidates who structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers;

(V) The program shall prepare candidates who provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology responsive to individual differences;

(VI) The program shall prepare candidates who implement basic health, nutrition and safety management procedures for infants and young children; and

(VII) The program shall prepare candidates who use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.

(iii) Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who manage the learning environment through appropriate use of interest to help determine curriculum priorities for infants and young children.

(iv) Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions as indicated by the following:

(I) The program shall prepare candidates who understand the role of the family in the assessment process;

(II) The program shall prepare candidates who understand the legal requirements that distinguish among at-risk, developmental delay and disability;

(III) The program shall prepare candidates who understand alignment of assessment with curriculum, content standards, and local, state and federal regulations;

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

(V) The program shall prepare candidates who integrate family priorities and concerns in the assessment process;

(VI) The program shall prepare candidates who assess progress in the five developmental domains, play, and temperament;

(VII) The program shall prepare candidates who select and administer assessment instruments in compliance with established criteria;

(VIII) The program shall prepare candidates who use informal and formal assessments to make decisions about infants and young children's development and learning;

(IX) The program shall prepare candidates who gather information from multiple sources and environments;

(X) The program shall prepare candidates who use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process;

(XI) The program shall prepare candidates who participate as a team member to integrate assessment results in the development and implementation of individualized plans;

(XII) The program shall prepare candidates who emphasize a child's strengths and needs in assessment reports;

(XIII) The program shall prepare candidates who produce reports that focus on developmental domains and functional concerns; and

(XIV) The program shall prepare candidates who conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

(v) Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities as indicated by the following:

(I) The program shall prepare candidates who are aware of the concept of universal design for learning;

(II) The program shall prepare candidates who understand the theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children;

(III) The program shall prepare candidates who understand developmental and academic content;

(IV) The program shall prepare candidates who understand the connection of curriculum to assessment and progress monitoring activities;

(V) The program shall prepare candidates who plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family and the community;

(VI) The program shall prepare candidates who facilitate child-initiated development and learning;

(VII) The program shall prepare candidates who use teacher-scaffolded and teacher-initiated instruction to complement child-initiated learning;

(VIII) The program shall prepare candidates who link development, learning experiences, and instruction to promote educational transitions;

(IX) The program shall prepare candidates who use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children;

(X) The program shall prepare candidates who use strategies to teach social skills and conflict resolution;

(XI) The program shall prepare candidates who use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines;

(XII) The program shall prepare candidates who implement and evaluate preventative and

reductive strategies to address challenging behaviors;

(XIII) The program shall prepare candidates who develop, implement, and evaluate individualized plans with family members and other professionals as a member of a team;

(XIV) The program shall prepare candidates who plan and implement developmentally and individually appropriate curriculum;

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

(XVI) The program shall prepare candidates who implement developmentally and functionally appropriate activities, using a variety of formats based on systematic instruction;

(XVII) The program shall prepare candidates who align individualized goals with developmental and academic content;

(XVIII) The program shall prepare candidates who develop individualized plans that support development and learning as well as caregiver responsiveness;

(XIX) The program shall prepare candidates who develop an individualized plan that supports the child's independent functioning in the child's natural environments; and

(XX) The program shall prepare candidates who make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds;

(vi) Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession as indicated by the following:

(I) The program shall prepare candidates who understand the historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs;

(II) The program shall prepare candidates who know the trends and issues in early childhood education, early special education, and early intervention;

(III) The program shall prepare candidates who understand the legal, ethical and policy issues related to educational developmental, and medical services for infants and young children and their families;

(IV) The program shall prepare candidates who understand advocacy for professional status and working conditions for those who serve infants and young children and their families;

(V) The program shall prepare candidates who recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures;

(VI) The program shall prepare candidates who integrate family systems theories and principles into professional practice;

(VII) The program shall prepare candidates who respect family choices and goals;

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

(IX) The program shall prepare candidates who participate in activities of professional organizations relevant to early childhood, special education, and early intervention;

(X) The program shall prepare candidates who apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds;

(XI) The program shall prepare candidates who advocate on behalf of infants and young children and their families; and

(XII) The program shall prepare candidates who implement family services consistent with due process safeguards.

(vii) Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences as indicated by the following;

(I) The program shall prepare candidates who understand the structures supporting interagency collaboration, including interagency agreements, referral, and consultation;

(II) The program shall prepare candidates who collaborate with caregivers, professionals, and agencies to support children's development and learning;

(III) The program shall prepare candidates who support families' choices and priorities in the development of goals and intervention strategies;

(IV) The program shall prepare candidates who implement family-oriented services based on the family's identified resources, priorities, and concerns;

(V) The program shall prepare candidates who provide consultation in settings serving infants and young children;

(VI) The program shall prepare candidates who involve families in evaluation of services;

(VII) The program shall prepare candidates who participate as a team member to identify and enhance team roles, communication, and problem-solving;

(VIII) The program shall prepare candidates who employ adult learning principles in consulting and training family members and service providers;

(IX) The program shall prepare candidates who assist the family in planning for transition; and

(X) The program shall prepare candidates who implement processes and strategies that support transitions among settings for infants and young children.