

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

(1) Purpose. This rule states field-specific content standards for approving 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) 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:

1. The program shall conform to the following standards for the preparation of all beginning special education teachers published by the Council for Exceptional Children 2012 as follows:

(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. They understand how language, culture, and family background influence the learning of individuals with exceptionalities and use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand typical and atypical human growth and development;

(II) The program shall prepare candidates who understand similarities and differences among individuals with exceptionalities;

(III) The program shall prepare candidates who understand educational implications of characteristics of various exceptionalities;

(IV) The program shall prepare candidates who understand family systems and the role of families in supporting development;

(V) The program shall prepare candidates who are familiar with cultural perspectives influencing the relationships among families, schools, and communities as related to instruction;

(VI) The program shall prepare candidates who understand variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling;

(VII) The program shall prepare candidates who understand characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family;

(VIII) The program shall prepare candidates who understand similarities and differences of individuals with and without exceptionalities;

(IX) The program shall prepare candidates who understand effects of various medications on individuals with exceptionalities;

(X) The program shall prepare candidates who understand the effects an exceptional condition(s) can have on an individual's life;

(XI) The program shall prepare candidates who understand the impact of individuals with exceptionalities' academic and social abilities, attitudes, interests, and values on instruction and career development;

(XII) The program shall prepare candidates who can demonstrate differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds, and strategies for addressing these differences;

(XIII) The program shall prepare candidates who can demonstrate the effects of cultural and linguistic differences on growth and development;

(XIV) The program shall prepare candidates who understand the characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages;

(XV) The program shall prepare candidates who understand ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding;

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

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

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

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

(XX) 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;

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

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

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

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

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

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

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

(XXVIII) 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;

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

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

(XXXI) 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

(XXXII) 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. They collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. They know how to intervene safely and appropriately with individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand the demands of learning environments;

(II) The program shall prepare candidates who understand basic classroom management theories and strategies for individuals with exceptionalities;

(III) The program shall prepare candidates who understand effective management of teaching and learning;

(IV) The program shall prepare candidates who understand teacher attitudes and behaviors that influence behavior of individuals with exceptionalities;

(V) The program shall prepare candidates who understand social skills needed for educational and other environments;

(VI) The program shall prepare candidates who are aware of strategies for crisis prevention and intervention;

(VII) The program shall prepare candidates who are aware of strategies for preparing individuals to live harmoniously and productively in a culturally diverse world;

(VIII) The program shall prepare candidates who understand ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage;

(IX) The program shall prepare candidates who understand ways cultures are negatively stereotyped;

(X) The program shall prepare candidates who understand strategies used by diverse populations to cope with a legacy of former and continuing racism;

(XI) The program shall prepare candidates who create a safe, equitable, positive, and supportive learning environment in which diversities are valued;

(XII) The program shall prepare candidates who identify realistic expectations for personal and social behavior in various settings;

(XIII) The program shall prepare candidates who identify supports needed for integration into various program placements;

(XIV) The program shall prepare candidates who design learning environments that encourage active participation in individual and group activities;

(XV) The program shall prepare candidates who modify the learning environment to manage behaviors;

(XVI) The program shall prepare candidates who use performance data and information from all stakeholders to make or suggest modifications in learning environments;

(XVII) The program shall prepare candidates who establish and maintain rapport with individuals with and without exceptionalities;

(XVIII) The program shall prepare candidates who teach self-advocacy;

(XIX) The program shall prepare candidates who create an environment that encourages self-advocacy and increased independence;

(XX) The program shall prepare candidates who use effective and varied behavior management strategies;

(XXI) The program shall prepare candidates who use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities;

(XXII) The program shall prepare candidates who design and manage daily routines;

(XXIII) The program shall prepare candidates who organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences;

(XXIV) The program shall prepare candidates who mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person;

(XXV) The program shall prepare candidates who structure, direct, and support the activities of Para-educators, volunteers, and tutors;

(XXVI) The program shall prepare candidates who use universal precautions;

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

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

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

(XXX) 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;

(XXXI) 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;

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

(XXXIII) 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. They understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities and can modify general and specialized curricula to make them accessible to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand theories and research that form the basis of curriculum development and instructional practices;

(II) The program shall prepare candidates who understand scope and sequences of general and special curricula;

(III) The program shall prepare candidates who understand national, state or provincial, and local curricula standards;

(IV) The program shall prepare candidates who understand technology for planning and managing the teaching and learning environment;

(V) The program shall prepare candidates who identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities; and

(VI) The program shall prepare candidates who integrate affective, social, and life skills with academic curricula; and

(VII) The program shall prepare candidates who manage the learning environment through appropriate use of interest to help determine curriculum priorities.

(iv) Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. They select and use technically sound formal and informal assessments that minimize bias and use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. They engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand basic terminology used in assessment;

(II) The program shall prepare candidates who understand legal provisions and ethical principles regarding assessment of individuals;

(III) The program shall prepare candidates who understand screening, pre-referral, referral, and classification procedures;

(IV) The program shall prepare candidates who understand the use and limitations of assessment instruments;

(V) The program shall prepare candidates who understand national, state or provincial, and local accommodations and modifications;

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

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

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

- (IX) The program shall prepare candidates who gather relevant background information;
- (X) The program shall prepare candidates who administer nonbiased formal and informal assessments;
- (XI) The program shall prepare candidates who use technology to conduct assessments;
- (XII) The program shall prepare candidates who develop or modify individualized assessment strategies;
- (XIII) The program shall prepare candidates who interpret information from formal and informal assessments;
- (XIV) The program shall prepare candidates who use assessment information in making eligibility, program and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds;
- (XV) The program shall prepare candidates who report assessment results to all stakeholders using effective communication skills;
- (XVI) The program shall prepare candidates who evaluate instruction and monitor progress of individuals with exceptionalities;
- (XVII) The program shall prepare candidates who create and maintain records;
- (XVIII) The program shall prepare candidates who assist families in identifying their concerns, resources, and priorities;
- (XIX) The program shall prepare candidates who integrate family priorities and concerns in the assessment process;
- (XX) The program shall prepare candidates who assess progress in the five developmental domains, play, and temperament;
- (XXI) The program shall prepare candidates who select and administer assessment instruments in compliance with established criteria;
- (XXII) The program shall prepare candidates who use informal and formal assessments to make decisions about infants and young children's development and learning;
- (XXIII) The program shall prepare candidates who gather information from multiple sources and environments;

(XXIV) 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;

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

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

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

(XXVIII) 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. They consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. They are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. They use strategies to enhance language development and communication skills of individuals with exceptionalities, develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams, and teach to mastery and promote generalization of learning. They teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who are aware of the roles and responsibilities of the Para-educator related to instruction, intervention, and direct service;

(II) The program shall prepare candidates who know and apply evidence-based practices validated for specific characteristics of learners and settings;

(III) The program shall prepare candidates who know augmentative and assistive communication strategies;

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

(V) 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;

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

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

(VIII) The program shall prepare candidates who develop and implement comprehensive, longitudinal individualized programs in collaboration with team members;

(IX) The program shall prepare candidates who involve the individual and family in setting instructional goals and monitoring progress;

(X) The program shall prepare candidates who use functional assessments to develop intervention plans;

(XI) The program shall prepare candidates who use task analysis;

(XII) The program shall prepare candidates who sequence, implement, and evaluate individualized learning objectives;

(XIII) The program shall prepare candidates who develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;

(XIV) The program shall prepare candidates who incorporate and implement instructional and assistive technology into the educational program;

(XV) The program shall prepare candidates who prepare lesson plans;

(XVI) The program shall prepare candidates who prepare and organize materials to implement daily lesson plans;

(XVII) The program shall prepare candidates who use instructional time effectively;

(XVIII) The program shall prepare candidates who make responsive adjustments to instruction based on continual observations;

(XIX) The program shall prepare candidates who prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions;

(XX) The program shall prepare candidates who use strategies to facilitate integration into various settings;

(XXI) The program shall prepare candidates who teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs;

(XXII) The program shall prepare candidates who select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities;

(XXIII) The program shall prepare candidates who use strategies to facilitate maintenance and generalization of skills across learning environments;

(XXIV) The program shall prepare candidates who use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem;

(XXV) The program shall prepare candidates who use strategies that promote successful transitions for individuals with exceptionalities;

(XXVI) The program shall prepare candidates who use strategies to support and enhance communication skills of individuals with exceptionalities;

(XXVII) The program shall prepare candidates who use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language;

(XXVIII) The program shall prepare candidates who modify instructional practices in response to ongoing assessment data;

(XXIX) 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;

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

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

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

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

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

(XXXV) 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;

(XXXVI) The program shall prepare candidates who implement and evaluate preventative and reductive strategies to address challenging behaviors;

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

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

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

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

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

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

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

(XLIV) 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. They use Ethical Principles and Professional Practice Standards to guide their practice and understand how foundational knowledge and current issues influence professional practice. They understand that diversity is a part of families, cultures, and schools and that complex human issues can interact with the delivery of special education services. Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. They advance the profession by engaging in activities such as advocacy and mentoring and provide guidance and direction to Para-educators, tutors, and volunteers. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who understand models, theories, philosophies, and research methods that form the basis for special education practice;

(II) The program shall prepare candidates who understand laws, policies and ethical principles regarding behavior management planning and implementation;

(III) The program shall prepare candidates who understand the relationship of special education to the organization and function of educational agencies;

(IV) The program shall prepare candidates who understand the rights and responsibilities of individuals with exceptionalities, parents, teachers and other professionals, and schools related to exceptionalities;

(V) The program shall prepare candidates who understand issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds;

(VI) The program shall prepare candidates who understand issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services;

(VII) The program shall prepare candidates who understand family systems and the role of families in the educational process;

(VIII) The program shall prepare candidates who understand historical points of view and contributions of culturally diverse groups;

(IX) The program shall prepare candidates who understand the impact of the dominant culture on shaping schools and the individuals who study and work in them;

(X) The program shall prepare candidates who understand the potential impact of differences in values, languages, and customs that can exist between the home and school;

(XI) The program shall prepare candidates who understand personal cultural biases and differences that affect one's teaching;

(XII) The program shall prepare candidates who understand the importance of the teacher serving as a model for individuals with exceptionalities;

(XIII) The program shall prepare candidates who understand the continuum of lifelong professional development;

(XIV) The program shall prepare candidates who understand methods to remain current regarding research-validated practice;

(XV) 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;

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

(XVII) 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;

(XVIII) 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;

(XIX) The program shall prepare candidates who practice within the CEC Code of Ethics and other standards of the profession;

(XX) The program shall prepare candidates who uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession;

(XXI) The program shall prepare candidates who act ethically in advocating for appropriate services;

(XXII) The program shall conduct professional activities in compliance with applicable laws and policies;

(XXIII) The program shall prepare candidates who demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs;

(XXIV) The program shall prepare candidates who demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals;

(XXV) The program shall prepare candidates who practice within their skill limit and obtain assistance as needed;

(XXVI) The program shall prepare candidates who use verbal, nonverbal, and written language effectively;

(XXVII) The program shall prepare candidates who conduct self-evaluation of instruction;

(XXVIII) The program shall prepare candidates who access information on exceptionalities;

(XXIX) The program shall prepare candidates who reflect on one's practice to improve instruction and guide professional growth;

(XXX) The program shall prepare candidates who engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues;

(XXXI) The program shall prepare candidates who demonstrate commitment to engage in evidence-based practices;

(XXXII) The program shall prepare candidates who articulate personal philosophies of special education;

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

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

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

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

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

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

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

(XL) 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. They use the theory and elements of effective collaboration, serve as a collaborative

resource to colleagues, and use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. The standard and elements will be indicated by the following:

(I) The program shall prepare candidates who know models and strategies of consultation and collaboration;

(II) The program shall prepare candidates who know the roles of individuals with exceptional learning needs, families, and school and community personnel in the planning of an individualized program;

(III) The program shall prepare candidates who understand the concerns of families of individuals with exceptional learning needs and strategies to help address these concerns;

(IV) The program shall prepare candidates who know culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members;

(V) The program shall prepare candidates who understand the structures supporting interagency collaboration, including interagency agreements, referrals, and consultations;

(VI) The program shall prepare candidates who maintain confidential communication about individuals with exceptional learning needs;

(VII) The program shall prepare candidates who collaborate with families and others in the assessment of individuals with exceptional learning needs;

(VIII) The program shall prepare candidates who foster respectful and beneficial relationships between families and professionals;

(IX) The program shall prepare candidates who assist individuals with exceptionalities and their families in becoming active participants in the educational team;

(X) The program shall prepare candidates who plan and conduct collaborative conferences with individuals with exceptionalities and their families;

(XI) The program shall prepare candidates who collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings;

(XII) The program shall prepare candidates who use group problem solving skills to develop, implement and evaluate collaborative activities;

(XIII) The program shall prepare candidates who model techniques and coach others in the use of instructional methods and accommodations;

(XIV) The program shall prepare candidates who communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs;

(XV) The program shall prepare candidates who communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds;

(XVI) The program shall prepare candidates who observe, evaluate and provide feedback to Para-educators;

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

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

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

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

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

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

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

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

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

(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 Reading Association Standards for Reading Professionals, Classroom Teacher Candidate, 2011. This requirement may be met in a separate three (3) semester-hour course, or content may be embedded in courses and experiences throughout the preparation program.

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.

(c) The program shall require the completion of a content concentration in social science, science, math, language arts, or reading.

1. A content concentration shall consist of fifteen (15) semester hours of academic content that conforms with the requirements of the content concentrations for middle grades. (See Rule 505-3-.19)

2. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the reading concentration.

3. A course taken to meet the requirements of (b) (above) may be counted toward the fifteen semester hours required for the language arts concentration.

Authority O.C.G.A. § 20-2-200