

505-3-.82 BIRTH THROUGH KINDERGARTEN ENDORSEMENT PROGRAM

(1) Purpose. This rule states field-specific content standards for approving endorsement programs that prepare individuals to work with and teach children from Birth through Kindergarten and supplements requirements in GaPSC 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 for candidates holding Elementary Education certification or as an endorsement program embedded in a GaPSC-approved initial preparation Elementary Education 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,

(b) To receive approval, a GaPSC-approved educator preparation provider shall offer an educator 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) (2012):

(i) Promoting Child Development and Learning: Candidates prepared in Birth through Kindergarten programs are grounded in a child development knowledge base. They 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 each child. Indicators are as follows:

(I) Knowing and understanding Birth through Kindergarten children's characteristics and needs;

(II) Knowing and understanding the multiple influences on early development and learning; and

(III) Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all Birth through Kindergarten children.

(ii) Building Family and Community Relationships: Candidates prepared in Birth through Kindergarten programs understand that successful Birth through Kindergarten education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They 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. Indicators are as follows:

(I) Knowing about and understanding diverse family, family structures and community characteristics;

(II) Supporting and engaging families and communities through respectful, reciprocal relationships; and

(III) Involving families and communities in children's development and learning.

(iii) Observing, Documenting, and Assessing to Support Children and Families: Candidates

prepared in Birth through Kindergarten programs understand that child observation, documentation, and other forms of assessment are central to the practice of all Birth through Kindergarten professionals. They know about and understand the goals, benefits, and uses of assessment. They 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 the development of every child. Indicators are as follows:

(I) Understanding the goals, benefits, and uses of assessment including its interpretation and use in development of appropriate goals and differentiated teaching strategies for Birth through Kindergarten;

(II) Systematically collecting and analyzing relevant data (via observation, documentation, and other appropriate assessment tools and approaches including the use of technology) to monitor student progress and to inform instruction;

(III) Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities; and

(IV) Engaging in productive effective assessment partnerships with families and with professional colleagues to build effective learning environments.

(iv) Using Developmentally Effective Approaches: Candidates prepared in Birth through Kindergarten programs understand that teaching and learning with children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the setting within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning. Indicators are as follows:

(I) Establishing a classroom environment grounded in positive relationships and supportive interactions as the foundation of their work with children;

(II) Knowing and using effective research based strategies and tools for Birth through Kindergarten children including the appropriate use of technology;

(III) Using a broad repertoire of developmentally appropriate research-based teaching/learning approaches (play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, reflection, and inquiry experiences) to help Birth through Kindergarten children develop intellectual curiosity, solve problems, and make decisions; and

(IV) Reflecting on own practice to promote positive outcomes for each child.

(v) Using Content Knowledge to Build Meaningful Curriculum: Candidates prepared in Birth through Kindergarten programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every child. Candidates understand the importance of developmental domains and academic (or content) disciplines in Birth through Kindergarten curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidate use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for every child. Indicators are as follows:

(I) Understanding content knowledge and resources in academic disciplines: language and literacy; mathematics, science, social studies, the arts-music, creative movement, dance, drama, visual arts; physical activity, physical education and health and safety;

(II) Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines;

(III) Using content knowledge, appropriate content standards, and other resources to design implement and evaluate developmentally meaningful and challenging curriculum for each child; and

(IV) Recognizing and utilizing opportunities for appropriate curriculum integration.

(vii) Becoming a Professional: Candidates prepared in Birth through Kindergarten programs identify and conduct themselves as members of the Birth through Kindergarten profession. They know and use ethical guidelines and other professional standards related to Birth through Kindergarten practice. They are 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 are informed advocates for sound educational practices and policies. Indicators are as follows:

(I) Knowing about and upholding ethical standards, legal responsibilities, and other professional guidelines;

(II) Engaging in continuous, collaborative learning to inform practice; using technology effectively with Birth through Kindergarten children, with peers, and as a professional resource;

(III) Integrating knowledgeable, reflective, and critical perspectives on education;

(IV) Engaging in informed advocacy for Birth through Kindergarten children and the profession; and

(V) Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.

(vii) Early Childhood Field Experiences: Field experiences are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of Birth through Kindergarten children.

(I) Observe and participate under supervision of qualified professionals in programs that involve Ages 0-2, Ages 3-4, and kindergarten for at least 100 clock hours; and

(II) Work effectively with children with diverse abilities, and with children reflecting culturally and linguistically diverse family systems.

(c) 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 for initial early childhood education programs published by the Council for Exceptional Children (2012):

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

Beginning Birth through Kindergarten 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 impact of medical conditions and related care on development and learning;

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

(XIX) 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;

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

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

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

(ii) Learning Environments

Beginning Birth through Kindergarten 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 Birth through Kindergarten 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; and

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

(iii) Curricular Content Knowledge

Beginning Birth through Kindergarten 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 Birth through Kindergarten 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; and

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

(iv) Assessment

Beginning Birth through Kindergarten 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 Birth through Kindergarten 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; and

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

(v) Instructional Planning and Strategies

Beginning Birth through Kindergarten 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 Birth through Kindergarten 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; and

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

(vi) Professional Learning and Ethical Practice

Beginning Birth through Kindergarten professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform Birth through Kindergarten 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 Birth through Kindergarten services. Beginning Birth through Kindergarten 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 Birth through Kindergarten 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 Birth through Kindergarten 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 Birth through Kindergarten, and early intervention; and

(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.

(vii) Collaboration

Beginning Birth through Kindergarten 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; and

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

Authority O.C.G.A. § 20-2-20