

Early Childhood Special Education Programs (Ed 612.071) Self-Assessment Worksheet

Ed 612.071 Early Childhood Special Education Programs

Directions: This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

Ed 612.071 EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
(a) An early childhood special education program shall provide the candidate seeking certification as an early childhood special education teacher for children from birth up to age 8 with skills, competencies and knowledge through a combination of academic and supervised field-based experiences in the following areas:		
(1) In the area of theoretical foundations, the candidate shall have the ability to: <ul style="list-style-type: none"> a. Describe the philosophies, historical perspectives, theories, models, and current issues related to knowledge and practice in early childhood education and special education; b. Understand how philosophical and historical perspectives influence professional practice; c. Understand the role of families in supporting the development of a young child’s ability to learn, interact socially, and participate in the community; and d. Understand the functions of schools, school systems, and other agencies and their relationships to early childhood education and special education; 		
(2) In the area of characteristics of learners, the candidate shall have the ability to:		

<p>a. Describe child development and the similarities and differences in patterns of learning and development within and across temperament, cognitive, social, emotional, communicative and physical domains in young children birth – grade 3 with and without disabilities;</p> <p>b. Describe the characteristics of various types of disabilities and the impact on learning and development;</p> <p>c. Understand the etiologies and medical aspects of various types of disabilities and their impact on learning and development; and</p> <p>d. Understand that the experiences of young children with disabilities impact their ability to function within the family and community environment;</p>		
<p>(3) In the area of approaches to learning, the candidate shall have the ability to:</p> <p>a. Understand and utilize the range of accommodations and modifications that can be used to support learning;</p> <p>b. Use knowledge of the broader context of families, peers, communities and culture and understand how these factors impact learning;</p> <p>c. Use knowledge of how young children approach learning and use children’s strengths and needs in the development of IFSPs/IEPs;</p> <p>d. Understand the impact of transitions and need for continuity across time and settings;</p> <p>e. Apply knowledge of a child’s auditory, visual, and kinesthetic preferences to learning;</p> <p>f. Match levels of support to the needs</p>		

<p>of the young child with disabilities, creating instructional opportunities that are adapted to diverse learning needs; and g. Utilize the child’s interests and abilities in planning instruction and intended teaching;</p>		
<p>(4) In the area of learning and social environments, the candidate shall have the ability to:</p> <ul style="list-style-type: none"> a. Design learning environments that encourage individual development and academic success in one-to-one, small-group, and large-group settings; b. Identify realistic expectations for social behavior and social skills needed for success in natural environments and school and community settings; c. Use functional and developmental assessments to create plans related to instruction, behavior, intervention, supports, and direct services; d. Use a variety of positive behavior intervention techniques to control targeted behavior, support learning and social relationships, and maintain attention of young children with disabilities; e. Recognize and use strategies for crisis prevention and intervention; f. Identify supports needed for inclusion in various natural settings and program placements; g. Organize, develop, and sustain learning environments that support positive strategies to live harmoniously and productively in a culturally diverse world; h. Create learning environments that allow young children to retain and 		

<p>appreciate their own and each other's respective language and cultural heritage;</p> <ul style="list-style-type: none"> i. Understand demands of the learning environment and foster accessibility; j. Understand the barriers influencing acceptance of young children with disabilities; and k. Structure activities to increase a young child's self-awareness, self-management, self-control, self-reliance, and self-esteem for increased independence in learning and daily functioning; 		
<p>(5) In the area of assessment, the candidate shall have the ability to:</p> <ul style="list-style-type: none"> a. Understand the legal policies and ethical principles of assessment related to early intervention and the special education process; b. Understand the range of formal assessment instruments and their purposes; c. Administer and write reports for formal developmental and academic assessment instruments; d. Understand and utilize the range of informal assessment instruments for making educational and program decisions; e. Interpret and report information from formal and informal assessments; and f. Identify and implement national, state, and local assessment accommodations and modifications for young children with disabilities; 		
<p>(6) In the area of instructional planning and strategies, the candidate shall have the ability to:</p>		

<p>a. Participate in co-teaching to strengthen learning and achievement in natural environments and early childhood curriculum for young children with disabilities;</p> <p>b. Implement and evaluate individualized learning goals, prioritizing areas of the early childhood curriculum and the importance of play;</p> <p>c. Design and implement instructional programs that address self-help skills and career awareness for young children;</p> <p>d. Identify resources and techniques used to transition young children with disabilities across time and settings;</p> <p>e. Create and utilize methods and lesson plans that demonstrate a repertoire of evidence-based instructional strategies to individualize instruction for young children with disabilities;</p> <p>f. Use developmentally appropriate methods to promote the foundations of learning, including, but not limited to, language, literacy, math and study skills;</p> <p>g. Identify and teach essential concepts, vocabulary, and content across the early childhood curriculum;</p> <p>h. Use instructional methods to strengthen perception, comprehension, and memory;</p> <p>i. Implement systematic instruction to teach accuracy, fluency, and comprehension in reading and writing;</p> <p>j. Identify and use federal, state, and local curriculum standards in planning and modifying the scope and sequence of curriculum;</p>		
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<p>k. Incorporate instructional and assistive technology into the educational program;</p> <p>l. Promote the development of self-awareness, study skills, and other cognitive strategies to meet the learning needs of a young child;</p> <p>m. Use a variety of assessment data and information to make modifications or accommodations to the instructional plan; and</p> <p>n. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;</p>		
<p>(7) In the area of language development and differences, the candidate shall have the ability to:</p> <p>a. Understand typical and atypical language development and the implications on a young child's ability to use language and engage in language-based experiences both academic and social;</p> <p>b. Use individualized strategies to enhance language development and teach communication skills;</p> <p>c. Understand the use of augmentative, alternative, and assistive technologies, materials, and resources to support and enhance communication of young children with disabilities;</p> <p>d. Provide effective language models and use strategies and resources to facilitate learning of the early childhood curriculum; and</p> <p>e. Recognize the effects of cultural and linguistic differences on growth, development, and effective communication;</p>		

<p>(8) In the area of professional and ethical practice, the candidate shall have the ability to:</p> <ul style="list-style-type: none">a. Understand the ethical principles and current issues related to knowledge and practice in early childhood and special education;b. Demonstrate educational practice within the code of ethics, including confidentiality and other standards of the profession;c. Design a professional development plan recognizing current issues and developmentally appropriate and evidence-based practices;d. Recognize personal cultural biases and differences that affect one's teaching;e. Reflect on one's practice to guide professional growth and improve instruction to meet the needs of young children with disabilities and their families;f. Identify organizations and publications relevant to young children with disabilities;g. Identify sources of unique services, networks, and organizations for young children with disabilities;h. Advocate for appropriate services for young children with disabilities;i. Describe the rights and responsibilities of schools, families, teachers, and other professionals related to the identification, placement, and services of young children with disabilities; andj. Understand how issues of human diversity can impact families, cultures, and schools in the delivery of special		
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education services;		
<p>(9) In the area of special education law, the candidate shall have:</p> <ul style="list-style-type: none">a. The ability to understand the federal law, state law, local policies and the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100, including the following steps in the special education process:<ul style="list-style-type: none">1. Identification of children with disabilities under the child find procedures specified in Ed 1105;2. Referral procedures specified in Ed 1106;3. Evaluation procedures specified in Ed 1107;4. Determination of eligibility under Ed 1108;5. Development of the IFSP or IEP under Ed 1109;6. Determination of educational placement under Ed 1111; and7. Implementation and monitoring of the IFSP or IEP under Ed 1109.06;b. The ability to develop and implement comprehensive IFSPs or IEPs and transition plans which address the abilities and needs of young children with disabilities;c. The ability to understand IDEA, Parts B and C;d. The ability to understand Ed 306, Minimum Standards for Public School Approval, that affect all students and related parts of the procedural safeguards notice requirements of 34 CFR 300.504 and the ESEA; ande. Knowledge of and the ability to		

<p>understand case law and how case law affects professional practice; and</p>		
<p>(10) In the area of collaboration, the candidate shall have the ability to:</p> <ul style="list-style-type: none"> a. Collaborate with families, school personnel, agencies, and community members in culturally responsive ways to facilitate access for young children with disabilities in a variety of settings; b. Recognize the roles of professional groups and referral agencies in identifying, assessing, and providing services to young children with disabilities; c. Participate in co-planning to strengthen learning in the early childhood curriculum for young children with disabilities; d. Facilitate the successful transitions of young children with disabilities across settings and services; e. Foster respectful and beneficial relationships between families and professionals; f. Use facilitation and group problem-solving skills to develop, implement, and evaluate IFSPs and IEPs; g. Structure, direct, and support the activities of paraprofessionals, volunteers, and peer and adult tutors; and h. Collaborate with families, other educators, service providers, and personnel from community agencies to promote young children's independence and family advocacy. 		
<p>(b) Each candidate for certification as an early childhood special education teacher for children from birth up to age 8 shall have the following skills, competencies, and knowledge through a combination of academic and supervised field-based experiences:</p>		
<p>(1) Skill in engaging with young children with and without disabilities from birth up to</p>		

age 8; and		
(2) Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the natural environment or school setting of a young child with disabilities.		
(c) Early childhood special education certification shall qualify a teacher to teach children with disabilities:		
(1) Who are able to benefit from general and special education but do not require the specialized knowledge and skills of an educator certified under one or more of the programs defined in Ed 612.08 – Ed 612.13;		
(2) For children in kindergarten through grade 3, whose placement is in general education for more than 40 percent of the day; and		
(3) For children from age 3 up to age 6, whose placement is in an early childhood program or an early childhood special education program.		
(d) “General education,” as used in (c)(1) above, means, for children from kindergarten through grade 3, instruction in a setting that has the inclusion of children with disabilities in proportion to their presence in the general population utilizing the curriculum of the elementary school and taught by a certified elementary or early childhood teacher, with supports from special education personnel, as necessary.		
(e) A teacher with general special education certification may serve on the initial coding and the IEP team of a child with a disability:		
(1) For young children with disabilities for whom a categorical certification endorsement does not exist; or		
(2) If the child meets the criteria specified in (b)(1),(2) and (3) above.		

Source. #9991, eff 9-16-11