

TESTIMONY PROVIDED TO: Senate Education Committee  
 FROM: Debora Price, Director Educator Quality Division, Agency of Education  
 TOPIC: Vermont Educator Licensing with an Early Childhood Endorsement  
 DATE: February 13, 2018

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Testimony is based on the request from Senate Education Committee for information regarding:

1. Requirements for Vermont educator license with an Early Childhood endorsement
2. Licensing Processes

**Currently Licensed Vermont educators with an Early Childhood Endorsement (#36) and/or Early Childhood Special Educator Endorsement (#80)**

<b>Endorsement</b>	<b>Level I (3 year license)</b>	<b>Level II (5 year license)</b>	<b>Provisional (2 year temporary license)</b> The individual is working towards a Level I license
Early Childhood Educator	546	681	73
Early Childhood Special Educator	133	199	15

**Vermont Licensure Requirements for Early Childhood Educator endorsement (#36)**

As established by the Vermont Standards Board for Professional Educators (VSBPE)-  
*Rules Governing the Licensing of Educators and the Preparation of Educational Professionals*  
 Effective: August 22, 2017

**5440-36 Early Childhood Education**

*The holder is authorized to teach young children birth through PK, PK through grade three, or birth through grade three, as specified on the endorsement.*

**Promoting Child Development and Learning**

Educators are grounded in a child development knowledge base for the full range of students covered in this endorsement. 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 and learning opportunities that are healthy, respectful, supportive, and challenging for each and every child.

Knows and understands young children's characteristics and needs, and the variation within and across developmental domains, birth to grade 3.

Knows and understands the multiple influences on early development and learning such as biological, genetic, environmental, cultural, and adverse childhood experiences.

Uses a strong base of child development knowledge to create developmentally appropriate learning opportunities and environments for each and every child.

Knows of and has the ability to support social-emotional and behavioral development leading to successful peer and adult relationships, self-regulation, and self-awareness.

Knows of and has the ability to support the development of language and communication, including expressive and receptive language, social communication, and non-verbal communication.

Knows of and has the ability to support physical development including fine and gross motor, sensorimotor, and perceptual-motor and how it affects all areas of development.

Knows of and has the ability to support cognitive development including persistence and curiosity, problem-solving, attention and memory, and perception and concepts.

Knows of and has the ability to integrate concepts of child development with an understanding of individual children's needs and interests to tailor environments and learning opportunities for each and every child.

### **Building Family and Community Relationships**

Educators understand that successful early childhood education depends upon partnerships with children's families and communities. They 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 for the full range of students covered in this endorsement.

Knows about and understands diverse family and community characteristics

Supports and engages families and communities through respectful, reciprocal relationships

Involves families and communities in young children's development and learning

Educators have a working knowledge of family systems theory and principles of family-centered practice.

### **Observing, Documenting, and Assessing to Support Young Children and Families**

Educators understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals for the full range of students covered in this endorsement. 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.

Understands the goals, benefits, and uses of assessment – including its use in development and modification of appropriate goals, curriculum, and teaching strategies for young children, and done with awareness and in the context of a child's peers, culture, community, and family.

Knows and employs a variety of methods to systematically observe, record, monitor, and document young children's activities and behavior for the purpose of planning appropriate and individualized programs, environments, and interactions

Understands and practices responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

Knows about assessment partnerships with families and with professional colleagues to build effective learning environments; develops and implements individualized service and educational plans for young children with disabilities and helping families to secure appropriate services

### **Using Developmentally Effective Approaches**

Educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. They 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.

Understands positive relationships and supportive interactions as the foundation of their work with young children

Knows and understands effective strategies and tools for early education

Uses a broad repertoire of developmentally appropriate teaching/learning

### **Using Content Knowledge to Build Meaningful Curriculum**

Educators use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child for the full range of students covered in this endorsement. They understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. They use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Understands content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

Knows and uses the central concepts, inquiry tools, and structures of content areas or academic disciplines

Uses own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Understands the importance of individualizing literacy instruction to address the needs and strengths of all learners and strategies for modifying literacy instruction to support individual needs.

Understands the basic components and the unique needs of delivering high-quality literacy and numeracy instruction to English Language Learners.

Understands the progression of student skills defined by the Vermont Early Learning Standards (which include the appropriate Common Core State Standards and Next Generation Science Standards) and competence in teaching them.

### **Becoming a Professional**

Educators identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood 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 for the full range of students covered in this endorsement.

Identifies and involves oneself with the early childhood field.

Knows of and upholds ethical standards and other early childhood professional guidelines.

Engages in continuous, collaborative learning to inform practice; uses technology effectively with young children, with peers, and as a professional resource.

Integrates knowledgeable, reflective, and critical perspectives on early education.

Engages in informed advocacy for young children and the early childhood profession  
Builds supportive collaborative relationships with colleagues to seek multiple perspectives and resources in educating young children.

Knows of resources and programs available in the community for the support of young children and their families.

Complies with state and federal legal and regulatory requirements pertaining to early childhood educators and programs.

### **Inclusion**

The National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood of the Council for Exceptional Children (DEC) have issued a joint position statement on early childhood inclusion. This position statement represents dispositions desired of Vermont's early childhood educators and early childhood special educators.

*“Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.”*

**Additional Requirements:** A minimum of a practicum, or the equivalent, in early childhood education at the birth-to-5 and/or 5-8 age levels, depending on the authorization sought. For the full birth through grade 3 authorization, practica at both the birth-to-5 and 5-8 age levels are required. **AND** Educators receiving the endorsement in the K-3 span must receive a passing score on the ETS Elementary Education: Multiple Subjects (5001 Series) PRAXIS II test.

## **Licensure Requirements for Early Childhood Special Educator endorsement (#80)**

As established by the Vermont Standards Board for Professional Educators (VSBPE)-*Rules Governing the Licensing of Educators and the Preparation of Educational Professionals* Effective: August 22, 2017

### **5440-80 Early Childhood Special Educator**

*The holder is authorized to provide early childhood education, birth through preschool, and early intervention and special education services, including service coordination, case management and comprehensive evaluation services, to children from birth to age 6.*

### **Learner Development and Individual Learning Differences**

Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. For Early Childhood Special Educators this includes the following knowledge and skill standards:

#### **Knowledge**

Theories of typical and atypical early childhood development.

Biological and environmental factors that affect pre-, peri-, and postnatal development and learning.

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.

Impact of medical conditions and related care on development and learning.

Impact of medical conditions on family concerns, resources, and priorities.

Factors that affect the mental health and social-emotional development of infants and young children.

Infants and young children develop and learn at varying rates.

Impact of child's abilities, needs, and characteristics on development and learning.

Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development.

Impact of language delays on behavior.

## **Skills**

Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families.

Develop and match learning experiences and strategies to characteristics of infants and young children.

Support and facilitate family and child interactions as primary contexts for development and learning.

Support caregivers to respond to child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations.

Establish communication systems for young children that support self-advocacy.

## **Learning Environments**

Special Educators 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. For Early Childhood Special Educators this includes the following knowledge and skill standards:

### **Knowledge**

Impact of social and physical environments on development and learning.

### **Skills**

Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments.

Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.

Embed learning opportunities in everyday routines, relationships, activities, and places. Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.

Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences.

Implement basic health, nutrition and safety management procedures for infants and young children.



Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.

### **Curricular Content Knowledge**

Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. For Early Childhood Special Educators this includes the following knowledge and skill standards:

#### **Knowledge**

Concept of universal design for learning.

Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children.

Developmental and academic content.

#### **Skills**

Apply current research to the five developmental domains, play and temperament in learning situations.

Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.

Implement and evaluate preventative and reductive strategies to address challenging behaviors  
Plan and implement developmentally and individually appropriate curriculum.

### **Assessment**

Special Educators use multiple methods of assessment and data-sources in making educational decisions. For Early Childhood Special Educators this includes the following knowledge and skill standards:

#### **Knowledge**

Role of the family in the assessment process.

Legal requirements that distinguish among at-risk, developmental delay and disability.

Alignment of assessment with curriculum, content standards, and local, state, and federal regulations.

Connection of curriculum to assessment and progress monitoring activities.

#### **Skills**

Assist families in identifying their concerns, resources, and priorities.

Integrate family priorities and concerns in the assessment process.

Assess progress in the five developmental domains, play, and temperament.

Select and administer assessment instruments in compliance with established criteria.

Use informal and formal assessment to make decisions about infants and young children's development and learning.

Gather information from multiple sources and environments.

Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process.

Participate as a team member to integrate assessment results in the development and implementation of individualized plans.

Emphasize child's strengths and needs in assessment reports.

Produce reports that focus on developmental domains and functional concerns.

Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

### **Instructional Planning & Strategies**

Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. For Early Childhood Special Educators this includes the following knowledge and skill standards:

#### **Knowledge**

Understands the progression of student skills defined by the Vermont Early Learning Standards.

#### **Skills**

Facilitate child-initiated development and learning.

Use teacher-scaffolded and initiated instruction to complement child-initiated learning.

Link development, learning experiences, and instruction to promote educational transitions.

Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children.

Use strategies to teach social skills and conflict resolution.

Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines.

Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team.

Design intervention strategies incorporating information from multiple disciplines.

Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction.

Align individualized goals with developmental and academic content.

Develop individualized plans that support development and learning as well as caregiver responsiveness.

Develop an individualized plan that supports the child's independent functioning in the child's natural environments.

Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.

Implement the Vermont Early Learning Standards (VELS)

### **Professional Learning & Ethical Practice**

Special Educators 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. For Early Childhood Special Educators this includes the following knowledge and skill standards:

#### **Knowledge**

Historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs.

Trends and issues in early childhood education, early childhood special education, and early intervention.

Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families.

Advocacy for professional status and working conditions for those who serve infants and young children, and their families.

### **Skills**

Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures.

Integrate family systems theories and principles into professional practice.

Respect family choices and goals.

Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds.

Advocate on behalf of infants and young children and their families.

Implement family services consistent with due process safeguards.

### **Collaboration**

Special Educators 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. For Early Childhood Special Educators this includes the following knowledge and skill standards:

### **Knowledge**

Structures supporting interagency collaboration, including interagency agreements, referral, and consultation.

### **Skills**

Apply models of team process in early childhood.

Collaborate with caregivers, professionals, and agencies to support children's development and learning

Support families' choices and priorities in the development of goals and intervention strategies

Implement family-oriented services based on the family's identified resources, priorities, and concerns.

Provide consultation in settings serving infants and young children.

Involve families in evaluation of services.

Participate as a team member to identify and enhance team roles, communication, and problem-solving.

Employ adult learning principles in consulting and training family members and service providers.

Assist the family in planning for transition.

Implement processes and strategies that support transitions among settings for infants and young children.

### **Inclusion**

The National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood of the Council for Exceptional Children (DEC) have issued a joint position statement on early childhood inclusion. This position statement represents dispositions desired of Vermont's early childhood educators and early childhood special educators.

*“Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.”*

**Additional Requirements:** Bachelor's degree with a recommendation for licensure in early childhood special education, or a minimum of 21 credits in early childhood special education **AND** A minimum of a practicum (60 hours), or the equivalent, in early childhood special education at both the infant/toddler (birth to age 2) **AND** preschool (age 3 to age 6) levels.

**Licensing Option – Transcript Review add an endorsement**

Name: \_\_\_\_\_ Educator ID # \_\_\_\_\_

**Transcript Review Worksheet**

**Endorsement #36 – Early Childhood Education**

*The holder is authorized to teach young children birth through grade three.*

**Instructional Level Options:** *The holder is authorized to teach young children birth – PreK, grades K-3, or birth – grade 3, as specified on the endorsement.*

**In order to qualify for this endorsement, the candidate shall demonstrate the following:**

Content Topic	College/ University	Course Number	# of Credits	How did this course meet this competency?
<b>Promoting Child Development and Learning</b>				
Educators are grounded in a child development knowledge base for the full range of students covered in this endorsement. 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 and learning opportunities that are healthy, respectful, supportive, and challenging for each and every child.				
Knows and understands young children’s characteristics and needs, and the variation within and across developmental domains, birth to grade 3.				
Knows and understands the multiple influences on early development and learning such as biological, genetic, environmental, cultural, and adverse childhood experiences.				
Uses a strong base of child development knowledge to create developmentally appropriate learning opportunities and environments for each and every child.				
Uses a strong base of child development knowledge to create developmentally				

<b>Content Topic</b>	<b>College/ University</b>	<b>Course Number</b>	<b># of Credits</b>	<b>How did this course meet this competency?</b>
appropriate learning opportunities and environments for each and every child.				
Knows of and has the ability to support social-emotional and behavioral development leading to successful peer and adult relationships, self-regulation, and self-awareness.				
Knows of and has the ability to support the development of language and communication, including expressive and receptive language, social communication, and non-verbal communication.				
Knows of and has the ability to support physical development including fine and gross motor, sensorimotor, and perceptual-motor and how it affects all areas of development.				
Knows of and has the ability to support cognitive development including persistence and curiosity, problem-solving, attention and memory, and perception and concepts.				
Knows of and has the ability to integrate concepts of child development with an understanding of individual children's needs and interests to tailor environments and learning opportunities for each and every child.				
<b>Building Family and Community Relationships</b>				
Educators understand that successful early childhood education depends upon partnerships with children's families and communities. They 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 for the full range of students covered in this endorsement.				
Knows about and understands diverse family and community characteristics				
Supports and engages families and communities through respectful, reciprocal relationships				
Involves families and communities in young children's development and learning				

<b>Content Topic</b>	<b>College/ University</b>	<b>Course Number</b>	<b># of Credits</b>	<b>How did this course meet this competency?</b>
Educators have a working knowledge of family systems theory and principles of family-centered practice.				
<b>Observing, Documenting, and Assessing to Support Young Children and Families</b>				
Educators understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals for the full range of students covered in this endorsement. 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.				
Understands the goals, benefits, and uses of assessment – including its use in development and modification of appropriate goals, curriculum, and teaching strategies for young children, and done with awareness and in the context of a child’s peers, culture, community, and family.				
Knows and employs a variety of methods to systematically observe, record, monitor, and document young children’s activities and behavior for the purpose of planning appropriate and individualized programs, environments, and interactions				
Understands and practices responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.				
Knows about assessment partnerships with families and with professional colleagues to build effective learning environments; develops and implements individualized service and educational plans for young children with disabilities and helping families to secure appropriate services				
Assessment of literacy development and				
<b>Using Developmentally Effective Approaches</b>				



<b>Content Topic</b>	<b>College/ University</b>	<b>Course Number</b>	<b># of Credits</b>	<b>How did this course meet this competency?</b>
Educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. They 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.				
Understands positive relationships and supportive interactions as the foundation of their work with young children				
Knows and understands effective strategies and tools for early education				
Uses a broad repertoire of developmentally appropriate teaching/learning				
<b>Using Content Knowledge to Build Meaningful Curriculum</b>				
Educators use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child for the full range of students covered in this endorsement. They understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. They use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.				
Understands content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical				

<b>Content Topic</b>	<b>College/ University</b>	<b>Course Number</b>	<b># of Credits</b>	<b>How did this course meet this competency?</b>
activity, physical education, health and safety; and social studies				
Understands content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies				
Uses own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.				
Understands the importance of individualizing literacy instruction to address the needs and strengths of all learners and strategies for modifying literacy instruction to support individual needs.				
Understands the basic components and the unique needs of delivering high-quality literacy and numeracy instruction to English Language Learners.				
Understands the progression of student skills defined by the Vermont Early Learning Standards (which include the appropriate Common Core State Standards and Next Generation Science Standards) and competence in teaching them.				
<b>Becoming a Professional</b>				
Educators identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood 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 for the full range of students covered in this endorsement. Identifies and involves oneself with the early childhood field.				

Content Topic	College/ University	Course Number	# of Credits	How did this course meet this competency?
Knows of and upholds ethical standards and other early childhood professional guidelines.				
Engages in continuous, collaborative learning to inform practice; uses technology effectively with young children, with peers, and as a professional resource.				
Integrates knowledgeable, reflective, and critical perspectives on early education.				
Engages in informed advocacy for young children and the early childhood profession				
Builds supportive collaborative relationships with colleagues to seek multiple perspectives and resources in educating young children.				
Knows of resources and programs available in the community for the support of young children and their families.				
Complies with state and federal legal and regulatory requirements pertaining to early childhood educators and programs.				
<b>Inclusion</b>				
<p>The National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood of the Council for Exceptional Children (DEC) have issued a joint position statement on early childhood inclusion. This position statement represents dispositions desired of Vermont’s early childhood educators and early childhood special educators.</p> <p><i>“Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.”</i></p>				



<b>Additional Requirements:</b>	
A minimum of a practicum, or the equivalent, in early childhood education at the birth-to-5 and/or 5-8 age levels, depending on the authorization sought. For the full birth through grade 3 authorization, practica at both the birth-to-5 and 5-8 age levels are required.	
A minimum of 18 credits in the endorsement area sought.	
<b>Educators receiving the endorsement at the K-3 or Birth- Grade 3 span must receive a passing score on the Elementary Education Praxis II Exam.</b>	

Name: \_\_\_\_\_ Educator ID# \_\_\_\_\_

**Transcript Review Worksheet**

**Endorsement# 80 - Early Childhood Special Educator**

**Instructional Level: Birth – Age 6**

*The holder is authorized to provide early childhood education, birth through preschool, and early intervention and special education services, including service coordination, case management and comprehensive evaluation services, to children from birth through age 6.*

**In order to qualify for this endorsement, the candidate shall demonstrate the following:**

<b>Content Topic</b>	<b>College/ University</b>	<b>Course Number</b>	<b># of Credits</b>	<b>Course Title</b>	<b>How did this course meet this competency?</b>
<p><b>Learner Development and Individual Learning Differences</b>            Special Educators understand how exceptionalities may interact with development and learning and use this knowledge to support learning experiences for individuals with exceptionalities. For Early Childhood Special Educators this includes the following knowledge and skill standards:</p>					
<b>KNOWLEDGE:</b>					
Theories of typical and atypical early childhood development					
Biological and environmental factors that affect pre-, peri-, and postnatal development and learning					
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					
Impact of medical conditions and related care on development and learning					
Impact of medical conditions on family concerns, resources, and priorities					
Factors that affect the mental health and social-emotional development of infants and young children					
<b>Content Topic</b>	<b>College/ University</b>	<b>Course Number</b>	<b># of Credits</b>	<b>Course Title</b>	<b>How did this course meet this competency?</b>
Infants and young children develop and learn at varying rates					

Impact of child’s abilities, needs, and characteristics on development and learning					
Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development					
Impact of language delays on behavior					
<b>SKILLS:</b>					
Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their					
Develop and match learning experiences and strategies to characteristics of infants and young children					
Support and facilitate family and child interactions as primary contexts for development and learning					
Support caregivers to respond to child’s cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations					
Establish communication systems for young children that support self-advocacy					
<b>Learning Environments</b> Special Educators 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. For Early Childhood Special Educators this includes the following knowledge and skill standards:					
<b>KNOWLEDGE:</b>					
Impact of social and physical environments on development and learning					
<b>Content Topic</b>	<b>College/ University</b>	<b>Course Number</b>	<b># of Credits</b>	<b>Course Title</b>	<b>How did this course meet this competency?</b>
<b>SKILLS:</b>					
Impact of social and physical environments on development and learning					
Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments					

Embed learning opportunities in everyday routines, relationships, activities, and places					
Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers					
Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences					
Implement basic health, nutrition and safety management procedures for infants and young children					
Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services					
<b>Curricular Content Knowledge</b> Special Educators use knowledge of general and specialized curricula to support individualized learning for individuals with exceptionalities. For Early Childhood Special Educators this includes the following knowledge and skill standards:					
<b>KNOWLEDGE:</b>					
Concept of universal design for learning					
Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children					
Developmental and academic content					



<b>Content Topic</b>	<b>College/ University</b>	<b>Course Number</b>	<b># of Credits</b>	<b>Course Title</b>	<b>How did this course meet this competency?</b>
<b>SKILLS:</b>					
Apply current research to the five developmental domains, play and temperament in learning situations					
Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community					
Implement and evaluate preventative and reductive strategies to address challenging behaviors					
Plan and implement developmentally and individually appropriate curriculum					
<b>Assessment</b> Special Educators use multiple methods of assessment and data-sources in making educational decisions. For Early Childhood Special Educators this includes the following knowledge and skill standards:					
<b>KNOWLEDGE:</b>					
Role of the family in the assessment process					
Legal requirements that distinguish among at-risk, developmental delay and disability					
Alignment of assessment with curriculum, content standards, and local, state, and federal regulations					
Connection of curriculum to assessment and progress monitoring activities					
<b>SKILLS:</b>					
Assist families in identifying their concerns, resources, and priorities					
Integrate family priorities and concerns in the assessment process					
Assess progress in the five developmental domains, play, and temperament					
Select and administer assessment instruments in compliance with established criteria					

<b>Content Topic</b>	<b>College/ University</b>	<b>Course Number</b>	<b># of Credits</b>	<b>Course Title</b>	<b>How did this course meet this competency?</b>
Use informal and formal assessment to make decisions about infants and young children’s development and learning					
Gather information from multiple sources and environments					
Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process					
Participate as a team member to integrate assessment results in the development and implementation of individualized plans					
Emphasize child’s strengths and needs in assessment reports					
Produce reports that focus on developmental domains and functional concerns					
Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness					
<b>Instructional Planning &amp; Strategies</b> Special Educators select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. For Early Childhood Special Educators this includes the following knowledge and skill standards:					
<b>KNOWLEDGE:</b>					
Understands the progression of student skills defined by the Vermont Early Learning Standards					
<b>SKILLS:</b>					
Facilitate child-initiated development and learning					
Use teacher-scaffolded and initiated instruction to complement child-initiated learning					
Link development, learning experiences, and instruction to promote educational transitions					

<b>Content Topic</b>	<b>College/ University</b>	<b>Course Number</b>	<b># of Credits</b>	<b>Course Title</b>	<b>How did this course meet this competency?</b>
Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children					
Use strategies to teach social skills and conflict resolution					
Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines					
Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team					
Design intervention strategies incorporating information from multiple disciplines					
Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction					
Align individualized goals with developmental and academic content					
Develop individualized plans that support development and learning as well as caregiver responsiveness					
Develop an individualized plan that supports the child's independent functioning in the child's natural environments					
Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds					
Implement the Vermont Early Learning Standards (VELS)					

Content Topic	College/ University	Course Number	# of Credits	Course Title	How did this course meet this competency?
<p><b>Professional Learning &amp; Ethical Practice</b>  Special Educators 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. For Early Childhood Special Educators this includes the following knowledge and skill standards:</p>					
<b>KNOWLEDGE:</b>					
Historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs					
Trends and issues in early childhood education, early childhood special education, and early intervention					
Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families					
Advocacy for professional status and working conditions for those who serve infants and young children, and their families					
<b>SKILLS:</b>					
Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures					
Integrate family systems theories and principles into professional practice					
Respect family choices and goals					
Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds					
Advocate on behalf of infants and young children and their families					
Implement family services consistent with due process safeguards					

Content Topic	College/ University	Course Number	# of Credits	Course Title	How did this course meet this competency?
<p><b>Collaboration</b> Special Educators 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. For Early Childhood Special Educators this includes the following knowledge and skill standards:</p>					
<b>KNOWLEDGE:</b>					
Structures supporting interagency collaboration, including interagency agreements, referral, and consultation					
<b>SKILLS:</b>					
Apply models of team process in early childhood					
Collaborate with caregivers, professionals, and agencies to support children’s development and learning					
Support families’ choices and priorities in the development of goals and intervention strategies					
Implement family-oriented services based on the family’s identified resources, priorities, and concerns					
Provide consultation in settings serving infants and young children					
Involve families in evaluation of services					
Participate as a team member to identify and enhance team roles, communication, and problem-solving					
Employ adult learning principles in consulting and training family members and service providers					
Assist the family in planning for transition					
Implement processes and strategies that support transitions among settings for infants and young children					

Content Topic	College/ University	Course Number	# of Credits	Course Title	How did this course meet this competency?
<p><b>Inclusion</b>  The National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood of the Council for Exceptional Children (DEC) have issued a joint position statement on early childhood inclusion. This position statement represents dispositions desired of Vermont’s early childhood educators and early childhood special educators.  <i>“Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.”</i></p>					
<b>ADDITIONAL REQUIREMENTS:</b>					
Bachelor’s degree with a recommendation for licensure in early childhood special education, or a minimum of 21 credits in early childhood special education					
A minimum of a practicum (60 hours), or the equivalent, in early childhood special education at both the infant/toddler (birth to age 2) <b>AND</b> preschool (age 3 to age 6) levels					