

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

Requirements for an Education Specialist Clear Credential Candidate who completed an Education Specialist Level I Preparation Program (1996-2008)

The Individualized Learning Plan (ILP) for a candidate who holds an **Education Specialist Level I teaching credential** and is completing an approved Teacher Induction program to earn the Education Specialist Clear Credential must address the content that was previously provided in the Level II program. **Factors to Consider** are provided for each of the topics identified below. Click on the title of the topic to see the scope of what the candidate must understand and be able to do.

Parent and Staff Development and Education: Each candidate demonstrates the ability to promote, coordinate, present, and evaluate staff and parent development and education activities.

Management and Leadership: Each candidate demonstrates knowledge and skills in the areas of program philosophy and goals, legal and professional guidelines, supervision of paraprofessionals, funding resources, program monitoring and evaluation, and community collaboration.

Advanced Studies and Special Topics: Each candidate demonstrates knowledge and skills in advanced applications of Preliminary Level I content, emerging theory and practices, and other relevant topics of importance to the field of early childhood special education.

The approved Teacher Induction program is responsible for ensuring that each candidate recommended for the Education Specialist Clear Teaching Credential has completed an ILP which addresses the content described above. The Commission's accreditation system monitors all approved educator preparation programs. In addition, Level I candidates must meet the statutory requirements related to health, CPR, and technology.

Parent and Staff Development and Education

Rationale

As members of transdisciplinary and interagency teams that include families, early childhood special educators are frequently called upon to share their expertise.

Factors to Consider

- Each candidate demonstrates the ability to create a climate that is conducive to staff and parent development.
- Each candidate demonstrates the ability to develop, conduct, and utilize the results of training needs assessments to plan staff and parent development and education activities.
- Each candidate develops and practices skills in coordinating specific educational activities relative to the needs of staff and parents.
- Each candidate demonstrates the ability to effectively present information relevant to the needs of young children receiving special education services and their families through activities such as formal presentations, collaboration, interagency meetings, community committees, parent support groups, and newsletters.
- Each candidate evaluates staff and parent education and development activities.

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

Management and Leadership

Rationale

Early childhood special education programs have unique requirements because of the ages of the children in the programs, the emphasis on family-centered services, and interagency collaboration. Professionals in these programs must have specific competencies that address these requirements in addition to overall program operation and management skills.

Factors to Consider

- Each candidate supports and implements a program philosophy and goals that reflect a family-centered approach to services, developmentally appropriate practices based on research, a transdisciplinary team model, and community collaboration.
- Each candidate has an awareness of all current federal and state laws and regulations related to early intervention services for infants and young children with disabilities and their families.
- Each candidate assists in developing and implementing criteria and procedures for selecting, supervising, evaluating, and providing for the ongoing training of staff including team building.
- Each candidate demonstrates the ability to work with paraprofessionals in a positive, supportive manner including assigning appropriate tasks; clearly communicating instructions; modeling and demonstrating best practices with children, families, and staff; encouraging and incorporating paraprofessional staff input in program planning and evaluation; and encouraging professional growth.
- Each candidate has a basic understanding of local, state, and federal funding sources and the ability to advocate for the appropriate funding levels with agencies, policy makers, and legislators.
- Each candidate participates in the design, implementation, and review of program evaluation criteria and procedures and promotes program modifications based on evaluation results that include family satisfaction measures and team recommendations.
- Each candidate demonstrates knowledge of ongoing community collaboration through a variety of methods such as public awareness campaigns, fundraising activities, and partnerships.

Advanced Studies and Special Topics

Rationale

The field of early childhood special education is an evolving field, and it is essential that the credentialing process support candidates' needs for advanced development of existing skills and new knowledge and perspectives that influence early childhood special education.

Factors to Consider

- Each candidate demonstrates skills beyond those acquired in Preliminary Level I Education Specialist program into more advanced competencies.

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

- Each candidate demonstrates knowledge of emerging theories and practices and relevant topics within the field of special education and, in particular, early childhood special education.
- Each candidate selects and pursues specific areas of interest to expand their knowledge and skills.