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

**Add Endorsement  Course Audit**

**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:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content**  **Topic** | **College/**  **University** | **Course**  **Number** | **# of Credits** | **Course**  **Title** | **How did this course meet this competency?** |
| **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: |  |  |  |  |  |
| 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 |  |  |  |  |  |
| **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 |  |  |  |  |  |
| **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 |  |  |  |  |  |
| **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 |  |  |  |  |  |
| **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 |  |  |  |  |  |
| 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 |  |  |  |  |  |