

Pre-Kindergarten Special Needs Endorsement

Ages 3-5

**Modified Ohio/NAEYC/Ohio's Early Learning
Content Standards/Council for Exceptional
Children/DEC 2008**

The Pre-Kindergarten Special Needs Endorsement shall be issued to an individual who holds a prekindergarten certificate, or special certificate for education of the handi-capped, or early childhood or intervention specialist license.

Ohio Educator Licensure Standards for Pre-Kindergarten Special Needs Endorsement Teacher Licensure

Introduction

The Ohio Educator Licensure Program Standards for the Pre-Kindergarten Special Needs Endorsement Teacher Licensure program were developed after a thorough review of the following documents: Ohio's Early Childhood Core Body of Knowledge and Competencies, NAEYC Standards for Early Childhood Professional Preparation, Council for Exceptional Children/DEC, Ohio's Early Learning Content Standards and the Ohio Standards for the Teaching Profession.

Performance-based standards

Ohio requires performance-based programs and program reports which must include candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program

Describe what changes or additions have been made in the report to address the standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made.

Licensure Rule 3301-24-05 (E) (13)

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State Standards

On October 11, 2005 the State Board of Education adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at www.ode.state.oh.us.

PRE-KINDERGARTEN SPECIAL NEEDS ENDORSEMENT LICENSURE STANDARDS

Standard 1. Candidates know and understand the characteristics and developmental needs of young children with special needs.

1.1 Candidates demonstrate their knowledge of special needs children to create healthy, respectful, supportive and challenging learning in the least restrictive environment.

1.2 Candidates know and understand the historical and philosophical foundations of the fields of early childhood education, and early childhood special education.

1.3 Candidates know and understand current procedures in the development, implementation, and monitoring of Individualized Education Program (IEP).

Standard 2. Candidates promote the growth and development of special needs children in a respectful, safe, and healthy learning environment.

2.1 Candidates select and use appropriate materials, interventions, and methods to support the development and special learning needs of young children.

2.2 Candidates use technology to support and enhance learning opportunities.

2.3 Candidates ensure that the physical aspects of the room and outside spaces are clean, safe, and free from hazards.

2.4 Candidates promote and protect children's' health and well-being by controlling the spread of communicable disease (e.g., hand washing, clean surfaces, clean toys, bathroom sanitation).

2.5 Candidates use their knowledge and skill in working with medically fragile children (including administration of medication, nutrition plans and feeding methods).

2.6 Candidates design environments to promote active engagement, learning, and participation.

Standard 3. Candidates plan and deliver effective instruction that advances the learning and development of typical and special needs three to five year old children.

3.1 Candidates use developmentally appropriate instructional strategies to meet the individual needs and learning styles of young children.

3.2 Candidates utilize a variety of resources to design, implement, and evaluate meaningful curricula that address learning goals.

3.3 Candidates know and use multiple and varied strategies to help special needs young children learn content-specific knowledge in the general curriculum.

Standard 4. Candidates understand and use varied developmentally appropriate assessments to inform instruction, evaluate and ensure student learning.

4.1 Candidates use data to individualize and adapt practices to meet each child's changing needs.

4.2 Candidates use appropriate formal and informal assessment tools and approaches.

4.3 Candidates partner with families and other professionals in the assessment process.

4.4 Candidates use assessment results appropriately to document progress, support learning, inform instruction, and identify and evaluate appropriate educational goals and services.

4.5 Candidates know and uphold federal and state laws, policies, and procedural requirements.

Standard 5. Candidates collaborate and communicate with students, families, other professionals and members of the community to support student learning.

5.1 Candidates interact, communicate and work collaboratively with other professionals to plan instruction and construct appropriate learning goals for the special needs child.

5.2 Candidates collaborate with families to help establish connections with community resources.

5.3 Candidates support and empower families to participate in the early childhood special education process, including the development and implementation of the Individual Education Program (IEP).

Standard 6. Candidates demonstrate responsibility for their professional growth, performance and involvement as an advocate for special needs children.

6.1 Candidates know professional codes of ethics, and uphold ethical practices in their teaching.

6.2 Candidates reflect on their practices, articulate a philosophy and rationale for decisions, and self-assess and evaluate themselves as a basis for professional development.

6.3 Candidates seek opportunities to positively impact policies, practices, and procedures that support young children with special needs and their families.

6.4 Candidates support the evaluation process to secure and evaluate services by participating as an Evaluation Team member.

6.5 Candidates assume a leadership role in connecting children and families to community resources and services.