

COMPETENCIES FOR PRE-K SPECIAL EDUCATION ENDORSEMENT

In addition to completing a program and holding a current and valid Standard Arkansas Teaching License in Early Childhood Pre-K (ages 3-5 years) OR Pre-K-4th grade OR Elementary K-6th grade, teachers seeking an endorsement for Early Childhood Pre-K Special Education shall demonstrate knowledge and competencies in the following areas:

1. CHILD DEVELOPMENT AND LEARNING IN CONTEXT

NAEYC: Standard 1

Praxis: Special Education: Early Childhood/Early Intervention (5692): Section I

CEC: EI/ECSE: Standard 1

DEC Recommended Practices Alignment:

1.1: A3, A10

1.2: INS2, INS4, INS11

1.3: A4

1.4: A3, A8, INS4, INS10, INS11

1.1: Demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.

1.2: Apply knowledge of normative sequences of early development, typical and atypical development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.

1.3: Apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction.

1.4: Demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.

2. FAMILY-TEACHER PARTNERSHIPS AND COMMUNITY CONNECTIONS

NAEYC: Standard 2

Praxis: Special Education: Early Childhood/Early Intervention (5692): Section IV

EI/ECSE: Standard 2

DEC Recommended Practices Alignment:

2.1: F1, F3, F5

2.2: F2, F7, F8, F9, F10

2.3: A1, F3, F4, F5, F6, TR2

2.1 Apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.

2.2 Communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.

2.3 Engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.

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3. COLLABORATION AND TEAMING

NAEYC: Standard 2, 6

Praxis: Special Education: Early
Childhood/Early Intervention (5692):
Section IV and V

EI/ECSE: Standard 3

DEC Recommended Practices
Alignment:

3.1: TC1, TC2, TC3, TC4, TC5

3.2: TC1, TC2

3.3: TC1, TR1, TR2

3.1: Apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.

3.2 When working with other adults, use a variety of collaborative strategies that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.

3.3 Partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through five (5) age span.

4. ASSESSMENT PROCESSES

NAEYC: Standard 3

Praxis: Special Education: Early
Childhood/Early Intervention (5692):
Section III

EI/ECSE: Standard 4

DEC Recommended Practices
Alignment:

4.1: A3, A4, A5, A6, A7, A8

4.2: A2, A6, A10

4.3: A1, A10, A11

4.4: A3, A4, A5, A6, A7, A8, A9, A10

4.1 Understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally, and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program.

4.2 Develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.

4.3 Analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.

4.4 Collaborating with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine the efficacy of programming.

4.5 Understands federal requirements for the screening, prereferral, referral, identification, and classification of students with disabilities under IDEA

- Parental Consent
- Evaluations
- Individual Family Service Plan (IFSP)
- Natural Environments
- Individualized Education Program (IEP)
- Least Restrictive Environments
- Disproportionality of Culturally and Linguistically Diverse Individuals

4.6 Understands federal safeguards of stakeholders' rights and their impact on educational decisions

- Access to records
- Due process
- Mediation
- Confidentiality

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5. APPLICATION OF CURRICULUM FRAMEWORKS IN THE PLANNING OF MEANINGFUL LEARNING EXPERIENCE

NAEYC: Standard 5

Praxis: Special Education: Early
Childhood/Early Intervention
(5692): Section II

EI/ECSE: Standard 5

DEC Recommended Practices
Alignment:

5.1: F4, F8

5.2: E2, E3

5.1: Collaborate with families and other professionals in identifying an evidence-based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.

5.2: Use knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate and challenging learning experiences within the routines of natural and inclusive environments.

6. USING RESPONSIVE AND RECIPROCAL INTERACTIONS, INTERVENTIONS, AND INSTRUCTION

NAEYC: Standard 3, 4, 5

Praxis: Special Education: Early
Childhood/Early Intervention
(5692): Section II, III and IV

EI/ECSE: Standard 6

DEC Recommended Practices
Alignment:

6.1: F4, INS6, INS10

6.2: F4, INS1, INS2, TC1

6.3: E1, E3, INS2

6.4: A4, E3, INS2, INS6, INS9, INT1,
INT2, INT3

6.5: INS7, INT4

6.6: INS1, INS3, INS4, INS5, INS10

6.7: A2, E4, E5, INS3, TC1

6.1 Partnership with families to identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains.

6.2 Engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.

6.3 Engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.

6.4: Promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.

6.5: Identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.

6.6: Use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.

6.7: Plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.

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7. PROFESSIONALISM AND ETHICAL PRACTICES

NAEYC: Standard 6

Praxis: Special Education: Early
Childhood/Early Intervention
(5692): Section V

EI/ECSE: Standard 7

DEC Recommended Practices
Alignment:

7.1: L4

7.2: L9

7.3: L3, L5

7.4: L2, L10, F9

7.1 Engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations.

7.2 Engage in ongoing reflective practice and access evidence-based information to improve their own practices.

7.3 Exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making.

7.4 Practice within ethical and legal policies and procedures.

8. EARLY INTERVENTIONIST/EARLY CHILDHOOD SPECIAL EDUCATION FIELD EXPERIENCES

8.1: Opportunities to observe and/or practice in the 3 years to 5 years age groups.

8.2: Opportunities to observe and practice in a community based early care and education program serving children identified with developmental concerns/atypical development.