

5.05 Early Childhood Special Education Specialist (Ages Birth-8)

To be endorsed as an early childhood special education specialist, for ages birth-8, an applicant shall have completed a degree or non-degree program at the graduate level in early childhood special education that includes field-based experience or practicum; have demonstrated the competencies found at 9.00 and 5.09 of the rules for the Administration of the Educator Licensing Act of 1991; and have demonstrated the additional competencies, knowledge and skills specified below:

The Council for Exceptional Children (CEC) Advanced Special Education Common Items (ACSI) and Specialty Set: Advanced Special Education Early Childhood Specialist (SEEECS) (2015) were adopted for the 5.05 Early Childhood Special Education Specialist licensing rules.

5.05(1) Assessment: Advanced early childhood special education specialists use valid and reliable assessment practices to minimize bias.

5.05(1)(a) Advanced early childhood special education specialists are knowledgeable of:

5.05(1)(a)(i) evaluation processes and determination of eligibility;

5.05(1)(a)(ii) a variety of methods for assessing and evaluating the performance of individuals with exceptionalities;

5.05(1)(a)(iii) strategies for identifying individuals with exceptionalities; and

5.05(1)(a)(iv) evaluating an individual's success in the general education curriculum.

5.05(1)(b) Advanced early childhood special education specialists possess specialized knowledge of:

5.05(1)(b)(i) policy and research implications that promote recommended practices in assessment and evaluation; and

5.05(1)(b)(ii) systems and theories of child and family assessment.

5.05(1)(c) Advanced early childhood special education specialists demonstrate the skills to:

5.05(1)(c)(i) design and use methods for assessing and evaluating programs;

5.05(1)(c)(ii) design and implement research activities to examine the effectiveness of instructional practices;

5.05(1)(c)(iii) advocate for evidence-based practices in assessment; and

5.05(1)(c)(iv) report the assessment of individuals' performance and evaluation of instructional programs.

5.05(1)(d) Advanced early childhood special education specialists demonstrate the specialized skills to:

5.05(1)(d)(i) provide leadership in the development and implementation of unbiased assessment and evaluation procedures that include family members as an integral part of the process;

5.05(1)(d)(ii) provide leadership in the development and implementation of unbiased assessment and evaluation procedures for childcare and early education environments and curricula; and

5.05(1)(d)(iii) provide leadership when selecting effective formal and informal assessment instruments and strategies.

5.05(2) Curricular content knowledge: Advanced early childhood special education specialists use their knowledge of general and specialized curricula to improve programs, supports and services at classroom, school, community and system levels.

5.05(2)(a) Advanced early childhood special education specialists possess specialized knowledge of at least one developmental period or one particular area of disability or delay.

5.05(2)(b) Advanced early childhood special education specialists demonstrate the specialized skills to:

5.05(2)(b)(i) apply various curriculum theories and early learning standards, and evaluate their impact;

5.05(2)(b)(ii) integrate family and social systems theories to develop, implement, and evaluate family and educational plans;

5.05(2)(b)(iii) incorporate and evaluate the use of universal design and assistive technology in programs and services;

5.05(2)(b)(iv) design, implement, and evaluate plans to prevent and address challenging behaviors across settings;

5.05(2)(b)(v) design, implement, and evaluate developmentally responsive learning environments, preventative strategies, program wide behavior supports, and tiered instruction; and

5.05(2)(b)(vi) apply interdisciplinary knowledge from the social sciences and the allied health fields.

5.05(3) Programs, services and outcomes: Advanced early childhood special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

5.05(3)(a) Advanced early childhood special education specialists are knowledgeable of:

5.05(3)(a)(i) effects of the cultural and environmental milieu of the child and the family on behavior and learning;

5.05(3)(a)(ii) theories and methodologies of teaching and learning, including adaptation and modification of curriculum;

5.05(3)(a)(iii) continuum of program options and services available to individuals with exceptionalities;

5.05(3)(a)(iv) pre-referral intervention processes and strategies;

5.05(3)(a)(v) process of developing individual educational programs (IEPs); and

- 5.05(3)(a)(vi) developmentally appropriate strategies for modifying instructional methods and the learning environment.
- 5.05(3)(b) Advanced early childhood special education specialists possess specialized knowledge of a range of delivery systems for programs and services available for infants and young children and their families
- 5.05(3)(c) Advanced early childhood special education specialists demonstrate the skills to:
 - 5.05(3)(c)(i) develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual differences;
 - 5.05(3)(c)(ii) connect educational standards to specialized instructional services;
 - 5.05(3)(c)(iii) improve instructional programs using principles of curriculum development and modification and learning theory; and
 - 5.05(3)(c)(iv) incorporate essential components into individualized education plans.
- 5.05(3)(d) Advanced early childhood special education specialists demonstrate the specialized skills to:
 - 5.05(3)(d)(i) design, implement, and evaluate home and community-based programs and services;
 - 5.05(3)(d)(ii) address medical and mental health issues and concerns when planning, implementing, and evaluating programs and services; and
 - 5.05(3)(d)(iii) use recommended practices to design, implement and evaluate transition programs and services.
- 5.05(4) Research and inquiry: Advanced early childhood special education specialists conduct, evaluate and use inquiry to guide professional practice.
 - 5.05(4)(a) Advanced early childhood special education specialists are knowledgeable of evidence-based practices validated for specific characteristics of learners and settings.
 - 5.05(4)(b) Advanced early childhood special education specialists demonstrate the skills to:
 - 5.05(4)(b)(i) identify and use the research literature to resolve issues of professional practice;
 - 5.05(4)(b)(ii) evaluate and modify instructional practices; and
 - 5.05(4)(b)(iii) use educational research to improve instruction, intervention strategies and curricular materials.
 - 5.05(4)(c) Advanced early childhood special education specialists demonstrate the specialized skills to:
 - 5.05(4)(c)(i) create and/or disseminate new advances and evidence-based practices;
 - 5.05(4)(c)(ii) help others understand early development and its impact across the life span; and

5.05(4)(c)(iii) interpret and apply research to the provision of quality services and program practices to infants, young children and their families in a variety of educational and community settings.

5.05(5) Leadership and policy: Advanced early childhood special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.

5.05(5)(a) Advanced early childhood special education specialists are knowledgeable of:

5.05(5)(a)(i) needs of different groups in a pluralistic society;

5.05(5)(a)(ii) evidence-based theories of organizational and educational leadership;

5.05(5)(a)(iii) emerging issues and trends that potentially affect the school community and the mission of the school;

5.05(5)(a)(iv) federal and state education laws and regulations;

5.05(5)(a)(v) current legal, regulatory, and ethical issues affecting education; and

5.05(5)(a)(vi) responsibilities and functions of school communities and boards.

5.05(5)(b) Advanced early childhood special education specialists possess specialized knowledge of:

5.05(5)(b)(i) sociocultural, historical and political forces that influence diverse delivery systems, including mental health;

5.05(5)(b)(ii) policy and emerging trends that affect infants and young children, families, resources and services; and

5.05(5)(b)(iii) community resources on national, state and local levels that impact program planning and implementation and the individualized needs of the child and family.

5.05(5)(c) Advanced early childhood special education specialists demonstrate the skills to:

5.05(5)(c)(i) promote a free appropriate public education in the least restrictive environment;

5.05(5)(c)(ii) promote high expectations for self, staff, and individuals with exceptionalities;

5.05(5)(c)(iii) advocate for educational policy within the context of evidence-based practices; and

5.05(5)(c)(iv) mentor teacher candidates, newly certified teachers and other colleagues.

5.05(5)(d) Advanced early childhood special education specialists demonstrate the specialized skills to:

5.05(5)(d)(i) advocate on behalf of infants and young children with exceptional needs, and their families, at local, state and national levels;

5.05(5)(d)(ii) provide leadership to help others understand policy and research that guide recommended practices;

5.05(5)(d)(iii) provide leadership in the collaborative development of community-based services and resources; and

5.05(5)(d)(iv) provide effective supervision and evaluation.

5.05(6) Professional and ethical practice: Advanced early childhood special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

5.05(6)(a) Advanced early childhood special education specialists are knowledgeable of:

5.05(6)(a)(i) legal rights and responsibilities of individuals, staff and parents/guardians;

5.05(6)(a)(ii) moral and ethical responsibilities of educators; and

5.05(6)(a)(iii) human rights of individuals with exceptionalities and families.

5.05(6)(b) Advanced early childhood special education specialists demonstrate the skills to:

5.05(6)(b)(i) model ethical behavior and promote professional standards;

5.05(6)(b)(ii) implement practices that promote success for individuals with exceptionalities;

5.05(6)(b)(iii) use ethical and legal discipline strategies;

5.05(6)(b)(iv) disseminate information on effective school and classroom practices;

5.05(6)(b)(v) create an environment which supports continuous instructional improvement; and

5.05(6)(b)(vi) develop and implement a personalized professional development plan.

5.05(6)(c) Advanced early childhood special education specialists demonstrate the specialized skills to:

5.05(6)(c)(i) engage in reflective inquiry and professional self-assessment;

5.05(6)(c)(ii) participate in professional mentoring and other types of reciprocal professional development activities; and

5.05(6)(c)(iii) participate actively in organizations that represent recommended practices of early intervention and early childhood special education on a national, state, and local level.

5.05(7) Collaboration: Advanced early childhood special education specialists collaborate with stakeholders to improve programs, services and outcomes for individuals with exceptionalities and their families.

5.05(7)(a) Advanced early childhood special education specialists are knowledgeable of:

5.05(7)(a)(i) methods for communicating goals and plans to stakeholders; and

5.05(7)(a)(ii) roles of educators in integrated settings.

5.05(7)(b) Advanced early childhood special education specialists possess specialized knowledge of:

5.05(7)(b)(i) roles and responsibilities of personnel in the development and implementation of team-based early childhood special education and early intervention services; and

5.05(7)(b)(ii) theories, models and research that support collaborative relationships.

5.05(7)(c) Advanced early childhood special education specialists demonstrate the skills to:

5.05(7)(c)(i) collaborate to enhance opportunities for learners with exceptionalities; and

5.05(7)(c)(ii) apply strategies to resolve conflict and build consensus.

5.05(7)(d) Advanced early childhood special education specialists demonstrate the specialized skills to:

5.05(7)(d)(i) implement and evaluate leadership and models of collaborative relationships; and

5.05(7)(d)(ii) collaborate with stakeholders in developing and implementing positive behavior support plans to prevent and address challenging behavior.