

Draft #7 July 24, 2012

Draft #8 October 29, 2012

Draft #9 November 13, 2012 (Note: New CEC Guidelines are in process.)

006.17	Early Childhood Education Unified Inclusive
006.17A	Grade Levels: Birth through Grade 3
006.17B	Endorsement type: Field
006.17C	Persons with this endorsement may teach and provide services to infants, toddlers, and children from birth through grade 3 , including those with special developmental and/or learning needs as defined in Section 79-1118.01 R.R.S, and to support families and other personnel with responsibilities for their care and education.
006.17D	Certification Endorsement Requirements: The endorsement shall require a minimum of 51 semester hours including 39 semester hours in Birth through Grade 3 Early Childhood Education and Early Childhood Special Education, and 12 additional hours in one area of concentration (either Birth through Kindergarten or Age 3 through Grade 3).
006.17E	Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN UNDER THIS ENDORSEMENT.

Through the courses identified in its plan, the institution must provide early childhood inclusive teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on National Association for the Education of Young Children (NAEYC) Standards (2010) and The Council for Exceptional Children/Division of Early Childhood (2007) and assumes the inclusion of the CEC Common Core Standards in personnel preparation for program accreditation.

- A. Early Childhood Inclusive candidates will demonstrate knowledge and understanding of and ability to teach the concepts, skills, and processes of reading/writing, mathematics, science, and social sciences as defined in the Nebraska Student Standards for grades Kindergarten through 3 as per NAC 92 Rule 10.**

STANDARD 1. Foundations. Inclusive early childhood candidates will understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of inclusive early childhood education, and support the individual and learning needs of all children, ages birth through grade 3. Early childhood inclusive candidates will understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Early childhood inclusive candidates will understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the implementation of early childhood programs and services. They will also understand the relationships among school districts, agencies, and community organizations and programs. Early childhood inclusive candidates will use this knowledge base to construct their own personal understandings and philosophies of inclusive early childhood education.

(Reference: CEC Standard 1)

Indicators include but are not limited to:

1. Models, theories, philosophies, and research methods that form the basis for inclusive early childhood education practice;
2. Relationship of early childhood education, including the organization and function of school districts and Educational Service Units;
3. Issues in definition and identification of young children ages birth through grade 3, including those with exceptional needs, and those from culturally, economically, and/or linguistically diverse backgrounds;
4. Potential impact of differences in values, languages, and customs that can exist between home and school;
5. Historical, philosophical foundations, and legal basis of services for infants and young children, both with and without exceptional needs;
6. Trends and issues in inclusive early childhood education, early childhood special education, and early intervention; and
7. Articulate personal philosophy of early childhood inclusive education.

(Reference: CEC/DEC Standard 1 Indicators)

STANDARD 2. Promoting Child Development and Learning. Inclusive early childhood candidates are grounded in child development and learning. Early childhood inclusive candidates will use their understanding of young children's characteristics and needs, and of multiple influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

(Reference: NAEYC Standard 1)

Inclusive early childhood candidates will understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and characteristics of children, including those with exceptional needs. (Reference: CEC/DEC Standard 2)

Indicators include but are not limited to:

1. Know and understand young children's characteristics and needs, from birth through grade 3; (NAEYC Standard 1, Element 1a)
2. Know and understand the multiple influences on early development and learning; (NAEYC Standard 1, Element 1b)
3. Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all young children; (NAEYC Standard 1, Element 1c)
4. Know theories of typical and atypical early childhood development; (CEC/DEC Standard 2 Indicator)
5. Know biological and environmental factors that affect pre-, peri-, and postnatal development and learning; (CEC/DEC Standard 2 Indicator)
6. Distinguish 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; (CEC/DEC Standard 2 Indicator)
7. Identify the impact of medical conditions, medications, and related care on development and learning; (CEC/DEC Standard 2 Indicator)
8. Realize the impact of a child's health status on family concerns, resources, and priorities; (CEC/DEC Standard 2 Indicator)
9. Know factors that affect the mental health and social-emotional development of infants and young children, (CEC/DEC Standard 2 Indicator)
10. Understand that infants and young children develop and learn at varying rates; (CEC/DEC Standard 2 Indicator)
11. Apply knowledge of current research to practices related to all developmental domains, as well as children's play, temperament, health, and safety; and (CEC/DEC Standard 2 Indicator)
12. Implement basic health, nutrition and safety management procedures for infants and young children. (CEC/DEC Standard 5 Indicator)

STANDARD 3. Building Family and Community Relationships. Inclusive early childhood candidates will understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. (NAEYC Standard 2)

Inclusive early childhood educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Inclusive early childhood educators use collaboration to facilitate the successful transitions of young children, including those with exceptional needs across settings and services. (CEC Standard 10)

Indicators include but are not limited to:

1. Know about and understand diverse family and community characteristics; (NAEYC Standard 2, Element 2a)
2. Support and engage families and communities through respectful, reciprocal relationships; (NAEYC Standard 2, Element 2b)

3. Involve families and communities in their children's development and learning;
(NAEYC Standard 2, Element 2c)
4. Identify family systems and the role of families in the educational process;
(CEC Standard 1 Indicator)
5. Identify structures supporting interagency collaboration, including interagency agreements, referral, and consultation;
(CEC/DEC Standard 10 Indicator)
6. Communicate effectively with families of individuals with exceptional needs from diverse backgrounds;
(CEC Standard 10 Indicator)
7. Collaborate with caregivers, professionals, and agencies to support children's development and learning;
(CEC/DEC Standard 10 Indicator)
8. Support families' choices and priorities in the development of goals and intervention strategies;
(CEC/DEC Standard 10 Indicator)
9. Implement family-oriented services based on the family's identified resources, priorities, and concerns;
(CEC/DEC Standard 10 Indicator)
10. Involve families in evaluation of services;
(CEC/DEC Standard 10 Indicator)
11. Participate as a team member to identify and enhance team roles, communication, and problem-solving;
(CEC/DEC Standard 10 Indicator)
12. Employ adult learning principles in consulting and training family members and service providers;
(CEC/DEC Standard 10 Indicator)
13. Assist the family in planning for transitions between program services and life events; and
(CEC/DEC Standard 10 Indicator)
14. Implement strategies that support families and children through these transitions.
(CEC/DEC Standard 10 Indicator)

STANDARD 4. Observing, Documenting, and Assessing to Support Young Children and Families.

Inclusive early childhood candidates will understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development and learning of every child. (NAEYC Standard 3)

Inclusive early childhood candidates will understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility program planning, instruction, and placement for individuals with exceptional needs, including those from diverse cultural and linguistic backgrounds. Inclusive early childhood candidates will understand the appropriate use and limitations of various types of assessments. They collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision making. Inclusive early childhood candidates will conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of every child, including those with exceptional needs. They use assessment information to identify supports and adaptations required for young children with exceptional needs to assess the curriculum and to participate in school, system, and statewide assessment programs. Inclusive early childhood candidates will regularly

monitor the progress of all young children and use appropriate technologies to support their assessments. (CEC Standard 8: Assessment)

Indicators include but are not limited to:

1. Understand the purposes of assessment tools and practices – including use in development of appropriate goals for group or individual children or families, curriculum/intervention design and strategy selection, or evaluation of curriculum/teaching and strategy effectiveness, and reporting young children's developmental progress over time; (NAEYC Standard 3, Element 3a)
2. Know about various types of assessment tools and procedures, including interview, observation, normed vs. criterion-referenced, screening vs. diagnostic assessment, and documentation procedures for each. (NAEYC Standard 3, Element 3b)
3. Understand and practice responsible assessment to promote positive outcomes for each child; (NAEYC Standard 3, Element 3c)
4. Know about assessment partnerships with families and with professional colleagues; (NAEYC Standard 3, Element 3d)
5. Demonstrate ability to collect observational and direct elicitation data from young children through running records, anecdotal notes, performance/event documents, tallies, and interview, using technology and appropriate adaptations;
6. Demonstrate ability to assess learning environments for evidence of quality practices and learning opportunities for young children;
7. Know how to differentiate between recording information, scoring the merit of information collected, and reporting/interpreting the results of assessments.
8. Demonstrate ability to interpret and summarize assessment information from multiple sources,
9. Understand how documentation may be used for referrals to public agencies regarding health, safety, abuse, neglect, or developmental delays in infants and young children;
10. Understand the role of an Early Childhood Inclusive educator as a member of a multidisciplinary team.

STANDARD 5. Using Developmentally Effective Approaches to Connect with Children and Families. Inclusive early childhood candidates will understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Inclusive early childhood candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning in home, community, and school settings. (NAEYC Standard 4)

Inclusive early childhood candidates will use a variety of evidence-based instructional strategies to individualize instruction for all young children, and to modify learning environments appropriately. Inclusive early childhood candidates will enhance the learning of critical thinking, problem-solving, and performance skills of all young children, including those with exceptional needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem.

(Reference: CEC Standard 4 Instructional Strategies)

Indicators include but are not limited to:

1. Understand positive relationships and supportive interactions between parent-child, teacher-child, and parent-teacher as the foundations of work with young children;
(NAEYC Standard 4, Element 4a)
2. Organize space, time, materials, and adults to maximize progress in natural and structured environments;
(CEC/DEC Standard 5 Indicator)
3. Know and use the concept of universal design for learning;
(CEC Standard 4 Indicator)
4. Create a positive and organized classroom climate for teacher-child as well as teacher-parent interactions, with developmentally appropriate instructional supports that encourage child engagement, participation, and independence;
5. Use a broad repertoire of developmentally appropriate and inclusive teaching/learning approaches and opportunities
(NAEYC Standard 3, Element 4c)
6. Use a continuum of intervention strategies to support engagement, participation, and independence of young children in the curriculum and daily routines;
(CEC/DEC Standard 4 Indicator)
7. Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children;
(CEC/DEC Standard 4 Indicator)
8. Know and understand evidence-based practices for early education, including appropriate uses of instructional and/or adaptive technology;
(NAEYC Standard 4, Element 4b)
9. Use teacher-scaffolded and initiated instruction to complement child-initiated learning;
(CEC/DEC Standard 4 Indicator)
10. Plan, implement, and evaluate developmentally appropriate instruction and adaptations based on knowledge of individual children, the family, and the community;
11. Embed teaching opportunities in everyday routines, relationships, activities, and places;
12. Reflect on own practice to promote positive outcomes for each child;
(NAEYC Standard 4, Element 4d)
13. Integrate family systems theories and principles into professional practice.
(CEC/DEC Standard 9 Indicator)

STANDARD 6. Using Content Knowledge to Build Meaningful Curriculum.

Inclusive early childhood candidates will use their knowledge of child development and learning in academic content areas to implement and evaluate experiences that promote positive development and learning for each and every young child. They understand the importance of developmental domains and content areas in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Inclusive early childhood candidates will use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental outcomes and academic success for every young child.
(Reference: NAEYC Standard 5)

Inclusive early childhood educators create learning environments that are developmentally and functionally appropriate by arranging space, schedules, materials

and staff to allow young children’s access and promote engagement that facilitates learning across all developmental domains and academic content areas.

Indicators include, but are not limited to:

1. Understand content knowledge and resources in content areas: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies; (NAEYC Standard 5, Element 5a)
2. Know and use the central concepts, inquiry tools, and structures of content areas; and social development and curricula; (NAEYC Standard 5, Element 5b)
3. Use their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curricula for each child; (NAEYC Standard 5, Element 5c)
4. Connect curriculum plans to assessment data when developing group and individual lessons in all academic content areas;
5. Prepare and organize lesson plans and materials for implementation of daily lesson plans; (CEC Standard 7 Indicator)
6. Modify instructional practices in response to ongoing assessment data and unique developmental and learning needs of all children; (CEC Standard 7 Indicator)
7. Develop, implement, and evaluate IEPs and IFSPs with family members and other professionals as a member of a team to integrate assessment results and monitor progress; (CEC/DEC Standard 7 Indicator)
8. Support children’s engagement, participation, and independence by examining assessment data about a child’s strengths, interests, preferences, and abilities to advance development and academic success in the child’s natural learning environments; (CEC/DEC Standard 7 Indicator)
9. Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds; (CEC/DEC Standard 7 Indicator)
10. Promote positive partnerships between parents, home, school, and community to positively benefit the young child’s learning and academic success.

STANDARD 7. Becoming a Professional. Inclusive early childhood candidates will identify and conduct themselves as positive members of the early childhood profession. They know and use ethical guidelines and other professional standards related to inclusive early childhood practice. They are continuous, collaborative life-long learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

(Reference NAEYC Standard 6)

Inclusive early childhood candidates actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.

(Reference: CEC Standard 9—Professional and Ethical Practice)

Indicators include but are not limited to:

1. Identify and participate in lifelong learning activities and involve oneself with the early childhood field; (NAEYC Standard 6, Element 6a)
2. Know and uphold ethical standards and other early childhood professional qualities; (NAEYC Standard 6, Element 6b)

3. Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource;
(NAEYC Standard 6, Element 6c)
4. Integrate knowledgeable, reflective, and critical perspectives on early education;
(NAEYC Standard 6, Element 6d)
5. Engage in informed advocacy for children and the profession;
(NAEYC Standard 6, Element 6e)
5. Advocate ethically in advocating for appropriate services, professional status, and working conditions for those who serve infants and young children, and their families;
(CEC Standard 9 Indicator)
6. Practice within the NAEYC and CEC/DEC Code of Ethics and other standards of the profession and conduct professional activities in compliance with applicable laws and policies;
(CEC Standard 9 Indicator)
7. Demonstrate commitment to engage in evidence-based practices;
(CEC Standard 9 Indicator)
8. Use verbal, nonverbal, and written language effectively;
(CEC Standard 9 Indicator)
9. Recognize signs of emotional distress, neglect, and abuse, and follow ethical and professional reporting procedures;
(CEC/DEC Standard 9 Indicator)
10. Coordinate curriculum of school with the family and home curriculum, and respect family choices and goals;
(CEC/DEC Standard 9 Indicator)
11. Understand state accountability systems for early childhood programs, roles educators play in collection of needed documentation, and meaning of annual reports to funding agencies;
12. Participate in activities of professional organizations relevant to early childhood, early childhood special education, and early intervention;
(CEC/DEC Standard 9 Indicator)
13. Participate as an active member of a team in all assessment, instruction, and evaluation practices;

STANDARD 8. Early Childhood Field Experiences. Inclusive early childhood field experiences and clinical practice are planned and sequenced so all Early Childhood Inclusive candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children, including those with disabilities, across the entire developmental period of early childhood – infants and toddlers (ages birth to 3), preschool-kindergarten (ages 3 through kindergarten), and the primary grades 1-3 and in settings that offer early childhood education (such as child care centers and homes, Head Start programs, public or private centers, community agencies, and/or schools.) Opportunities to observe and practice under the supervision of fully qualified professionals in a variety of settings appropriate for young children from ages birth through grade 3, who have a range of abilities and disabilities and who reflect diverse family systems, must include at least thirty (30) clock hours with each age group where children and families are served. A minimum of six (6) hours in each age group must include working with children who have a range of verified disabilities.
(Reference: NAEYC Standard 7)

AD HOC MEMBERSHIP FORM (Based on Section 17.03 of the NCTE Organizational Policies)
EARLY CHILDHOOD Friday, September 16, 2011—Center for People in Need 10 AM-4 PM

MEMBERSHIP CRITERIA	NOMINEES
17.03A Three practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area under consideration	1. Brian Carlson, Wahoo Head Start D5 bcarlso@esu2.org 2. Missy Timmerman, Beatrice D5 mtimmerman@bpsnebr.org 3. Amy LaPoint, Winnebago Head Start D3 lapointe_amy@hotmail.com
1703B At least two faculty members from a college or department of education who are teaching professional education courses at an approved professional training institution	1. Dawn Mollenkopf, UNK D6 mollenkopfdl@unk.edu 2. Susan McWilliams, UNO D8 smcwilliams@mail.unomaha.edu
1703C Two specialists in the area which might include academic college professors, learned society officers, or persons drawn from related professions	1. Susan Churchill, UN-L D1 schurchi@unlnotes.unl.edu 2. Jackie Florendo, Doane D5 jackie.florendo@doane.edu
1703D Two teachers currently employed and endorsed in approved or accredited public or private schools at the grade levels and/or subject matter under consideration	(This category could be covered by appointees to 17.03A)
1703E Two school administrators currently employed in approved or accredited public or private schools at the grade levels under consideration. At least one of the administrators must represent District Classes 2 or 3	1. Lincoln or Omaha administrators Gladys Haynes, OPS Educare D4 ghaynes@educareomaha.org 2. Classes 2 or 3 Dr. Richard Hasty, Plattsmouth D2 rhasty@pcsd.org 3. Beth Ericson, York Public Schools, D6 Beth.ericson@yorkdukes.org
17.03F One person representing the general public, e.g. PTA member or a school board member	Josie Filipi, Crete D5 josief@creteschools.org
17.03G One member of the Undergraduate or Graduate Committee, whichever is applicable.	Donna Moss, NCTE D6 dross@esu9.org
17.03H One representative of NDE	Melody Hobson, NDE Early Childhood D1 melody.hobson@nebraska.gov Jan Thelen, NDE Special Education Early Childhood D1 jan.thelen@nebraska.gov
17.03I Additional representatives if it is a field endorsement containing multiple subject endorsements	Chris Marvin, UN-L D1 cmarvin1@unl.edu Kim Madsen, Chadron State D7 kmadsen@csc.edu

<p>17.03J Additional approved or accredited public or private school practitioners or higher education faculty members to equalize the representation between these two groups</p>	<p>Peggy Romshek, Mitchell D7 promshek@panesu.org</p>
<p>17.03K The NDE designee, who will be a non-voting member and serve as a consultant for the committee</p>	<p>Marge Harouff, NDE Consultant Sharon Katt, NDE Pat Madsen, NDE Marlene Beiermann, NDE</p>