The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education
Study V

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The Center's Purpose

To guide the development of policy and practice for personnel preparation in early intervention & preschool education by…

… examining issues & recommending actions to ensure an adequate supply of well qualified personnel to serve infants, toddlers and preschoolers with disabilities.

Research Strand I
Preserve/Higher Education

Status	■ Higher Education Profile ■ Doctoral Programs Profile ■ ECSE Programs
Child/Family Outcomes	■ Student Outcomes for ECSE Programs and Subsequent Practice Outcomes ■ Collaborative Doctoral Program

Research Strand II Personnel Standards

Status	■ Part C Profile
	■ Part C Credentials
	■ 619 Profile
	■ 619 ECSE Certification Requirements
Child/Family Outcomes	■ Part C Credential/Outcomes

Research Strand III
Inservice/Ongoing Training

Status	■ National Study of Competence and Confidence ■ Profile of State Technical Assistance and Training Networks
Child/Family Outcomes	■ Comparisons of Professional Development Models

State Certification Requirements for Early Childhood Special Educators – Research Questions

1. What are the certification requirements for Early Childhood Special Educators?

2. What factors influence the type of certification that is developed?

3. How is the content of certification developed?

4. What are the facilitators and barriers to developing and implementing certification?

5. How do state's certification requirements compare to national personnel standards?

Certification Definitions

- Certification – the set of regulated requirements that lead to initial preparation in ECSE

- Endorsement – the set of regulated requirements that are in addition to the requirements for a specific certification (e.g., ECE, SPE)

Certification Definitions (cont'd.)

- Blended ECE and ECSE – the set of regulated requirements that lead to initial preparation in both ECE and ECSE through a single certification

- Induction – a systemic process identified in state policy for support of beginning educators to help them become competent professionals and to facilitate their retention in the field

Methodology

- Web searches

- Telephone interviews

Sample

- Part B 619 coordinators
  - 50 states
  - District of Columbia

- Response rate
  - Telephone interviews (n=37, 73%)
  - Certification tables (n=38, 75%)

State's Participating

Arizona	Indiana	Montana	Tennessee
Arkansas	Iowa	Nebraska	Vermont
California	Kentucky	Nevada	Virginia
Colorado	Louisiana	New Hampshire	Washington
Connecticut	Maine	New Jersey	West Virginia
Delaware	Maryland	New York	Wisconsin
Florida	Massachusetts	North Dakota	Wyoming
Georgia	Michigan	Ohio	
Hawaii	Minnesota	Oklahoma	Idaho – table only
Illinois	Mississippi	Oregon	

Certification Models – States with Single Certification Routes (n=26, 68%)

Certification Model	n	%
ECSE	13	50.00
ECSE endorsement	6	23.07
Blended ECE & ECSE	3	11.54
Special education	2	7.69
ECSE & Special Education Endorsement	1	3.85
ECE & Special Education Endorsement	1	3.85

Age Ranges – States with Single Certification Routes (n=26, 68%)

Age Ranges	n	%
Birth – 5 years	8	30
Birth – 8 years	5	19
3-5 years	4	15
3 years – grade 12	2	8
Birth – 6 years	1	4
Birth – grade 2	1	4

Age Ranges – States with Single Certification Routes (n=26, 68%) (cont'd.)

Age Ranges	n	%
Birth – grade 4	1	4
3 years – grade 2	1	4
3 years – grade 3	1	4
3 – 20 years	1	4
K-12 and Birth – 5 years	1	4

Content Requirements– States with Single Certification Routes (n=26, 68%)

Content Requirements	n	%
Standards or Competencies	20	77
Course-Driven	3	11.5
None identified	3	11.5

Certification Models – States with Multiple Certification Routes (n=12, 32%)

Certification Models	n	%
Blended ECE & ECSE – 2 age ranges	2	16.67
ECSE; ECSE endorsement	2	16.67
Blended ECE & ECSE 2 age ranges; ECSE endorsement	1	8.33
Blended ECE & ECSE; ECSE	1	8.33
Blended ECE & ECSE; 2 ECSE endorsements	1	8.33

Certification Models – States with Multiple Certification Routes (n=12, 32%)

Certification Models	n	%
ECSE; ECE	1	8.33
ECSE; ECSE endorsement; Mild/Moderate endorsement	1	8.33
ECSE – 3 age ranges; ECSE endorsement – 2 age ranges; Special Education	1	8.33
ECSE; Special Education	1	8.33
Special Education – Severe Profound; Special Education – Mild Moderate	1	8.33

Age Ranges: States with Multiple Certification Routes (n=10 age ranges)

Age Ranges	n	%
Birth – 5 years	8	80
3 years – grade 3	5	50
Birth – grade 3	5	50
3 years – grade 12	4	40
3 – 5 years	3	30

Age Ranges: States with Multiple Certification Routes (n=10 age ranges) (cont'd.)

Age Ranges	n	%
Birth – grade 2	2	20
Birth – 4 years	1	10
K – grade 5	1	10
K – grade 12	1	10
5 – 21 years	1	10

Content Requirements– States with Multiple Certification Routes (n=12, 32%)

Content Requirement	n	%
Standards or Competencies	9	75.00
Standards or Competencies for 1 Model, None for 2 Models	1	8.3
Standards or Competencies for 4 Models, None for 2 Models	1	8.3
None Identified	1	8.3

Requirements for Induction to the Field (n=25, 66%)

Induction Requirements	n	%
Mentorship - One year	12	32
Mentorship – Two years	4	11
Mentorship – Three years	2	5
Mentorship – Years not specified	1	3
Mentorship–1 Year, Courses, Seminars	1	3

Requirements for Induction to the Field (n=25, 66%) (cont'd.)

Induction Requirements	n	%
Mentorship and PD Plan	1	3
Mentorship, PD Plan, Portfolio	1	3
Individualized with LEA and IHE	1	3
Pass state performance assessment	1	3
None specified	1	3

Alternative Routes to Certification (n=20, 53%)

- Coursework in a specified timeframe
- Collaborative program with IHE/LEA
- Coursework and supervised teaching
- Portfolio review
- PD plan with oral and written exams
- Certification exam
- 90 clock hours of training, one year internship, relevant PRAXIS II

Certification Requirements and University Programs – Degree Level

Degree Level	n	%
Baccalaureate	35	92
Baccalaureate or Post-Baccalaureate (endorsements)	8	21
Post-Baccalaureate	4	11

Certification Requirements and University Programs – Admission Requirements (n=38)

Admission Requirement	n	%
PRAXIS I exam	18	47
None specified	8	21
IHE determined	7	18
State developed exam	5	13

Certification Requirements and University Programs – Certification Exams (n=27, 71%)

Certification Exam	n	%
PRAXIS II	17	45
State developed	9	24
PRAXIS II and state developed	1	3

PRAXIS II Exams Required by States (n=17 states)

PRAXIS II Exam	n	%
Education of Exceptional Students: Core content Knowledge	5	29
Special Education: Preschool/ECE	5	29
Education of Young Children	3	18
Elementary Education: Content Knowledge	3	18
Special Education: Application of Core Principles Across Categories of Disability (Exceptional Children 1-8)	2	12

PRAXIS II Exams Required by States (n=17 states)

PRAXIS II Exam	n	%
Early Childhood Education	2	12
Elementary Education: Curriculum, Instruction, and Assessment	2	12
Principles of Learning and Teaching: Grades K-6	2	12
Exceptional Needs: Mild Intervention	1	6
Reading Across the Curriculum: Elementary	1	6

Certification Requirements and University Programs – Accountability (n=38)

Accountability System/Process	n	%
State review and accreditation	15	39
National accreditation – NCATE	3	8
National and state accreditation	2	5
National or state accreditation	1	3
Informal meetings to discuss	2	5
Don't know	4	11
No response	11	29

Rationale for ECSE Certification - Themes

- National and state policies
- Changes or trends in the field
- Depth of content knowledge and skills for adequate preparation

Rationale for ECSE Endorsement - Themes

- Legislative mandates

- Political climate in the state

Rationale for Blended ECE and ECSE Certification - Themes

- Inclusion/least restrictive environment
- Collaboration
- Professionalism

Rationale for Special Education Certification - Theme

- Supply and demand
  - Rural States
  - Primarily itinerant model of services
  - Maintaining the status quo

Rationale for Two Endorsements (ECSE or ECE and Special Education)- Themes

- Inclusion

- Adequate preparation to teach preschool

Rationale for Multiple Models of Certification - Theme

- Flexibility in staffing within community programs

Certification Development Process - Themes

- Committees with representation from relevant stakeholder groups
- Statewide input into the proposal
- Articulation between 2 & 4 year IHEs
- Too long ago to "remember"

Development of Certification Content - Themes

- Review of professional standards and recommended practices of professional organizations

- Review of other states' standards

- Review of other certification & regulations specific to ECE programs

- Review of research and literature

Certification Development: Facilitators and Supports - Themes

- Financial support

- Legislative mandates

- Systemic supports

- Demand from the field

- Higher education support

Certification Development: Barriers - Themes

- Systemic barriers
- Philosophical barriers
- Supply and demand
- Programmatic concerns

Certification Implementation: Facilitators and Supports - Themes

- Financial supports
- Systemic supports
- Professionalization of the field

Certification Implementation: Barriers - Themes

- Systemic barriers
- Programmatic barriers
- IHE related barriers
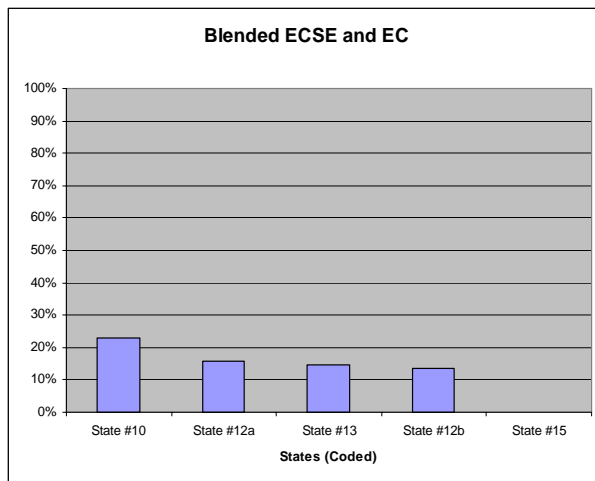
Comparison of State Standards with National Standards

- Conducted policy analysis of states' standards

- Sample: 17 states that represent all 5 certification models

- Inter rater reliability: 3 senior investigators compared 3 state policies to national standards with inter rater reliability of .64 (range .53-.70)

- Method: 1 senior investigator Compared States' certification standards to CEC (common core and early childhood special education) and NAEYC standards
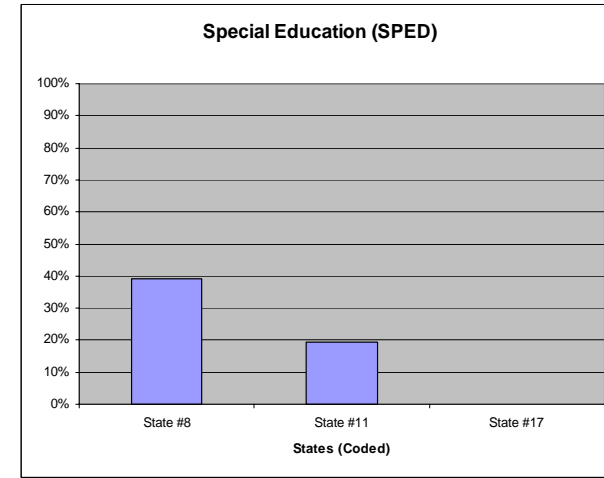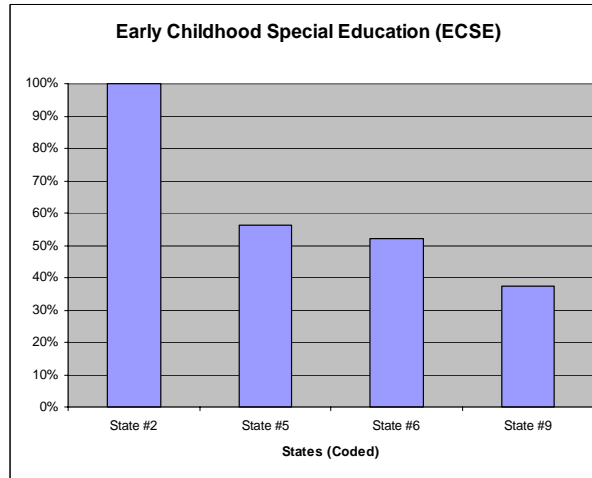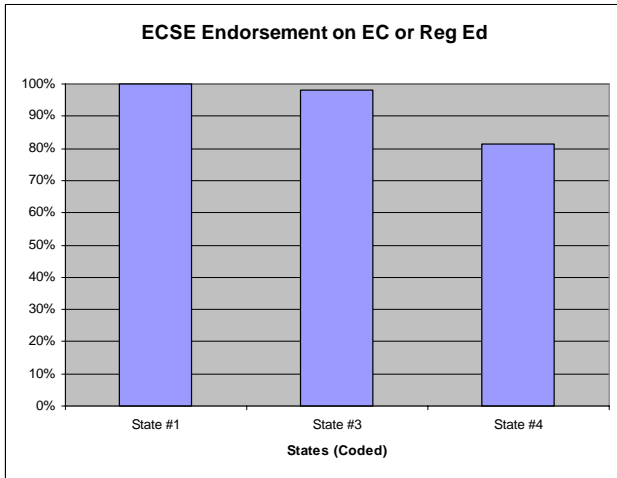
Comparison of State Standards with National Standards – Issues

- Limited use of national standards (4 out of 18 sets of standards met 80% or better)

- Lack of specificity in wording – open to interpretation of reader

- Inconsistency in depth of wording specific to ECE and ECSE

- Identification of and access to the necessary documents

- Potential for inconsistent application of national (e.g. CEC, DEC, NAEYC, NCATE) standards in IHE program
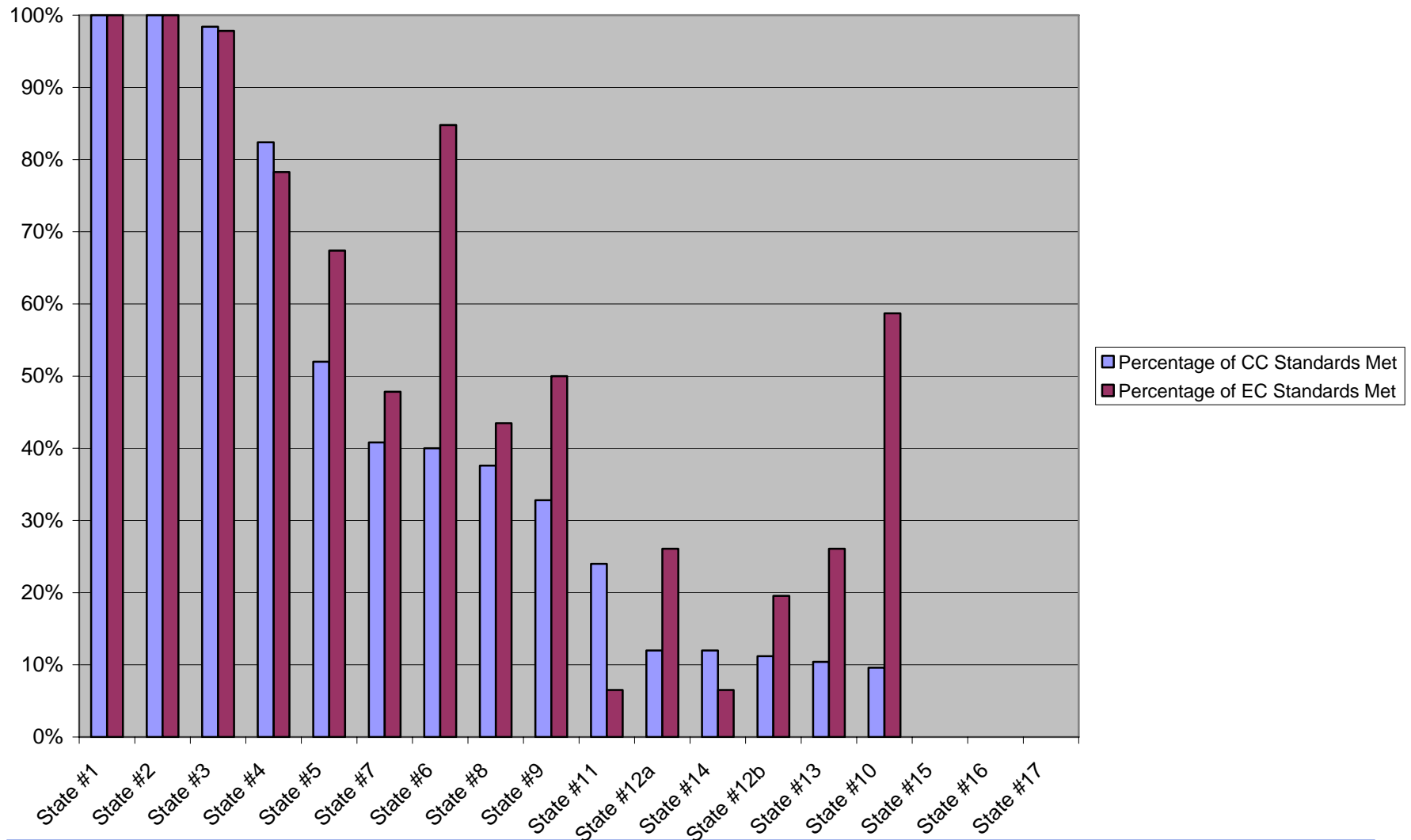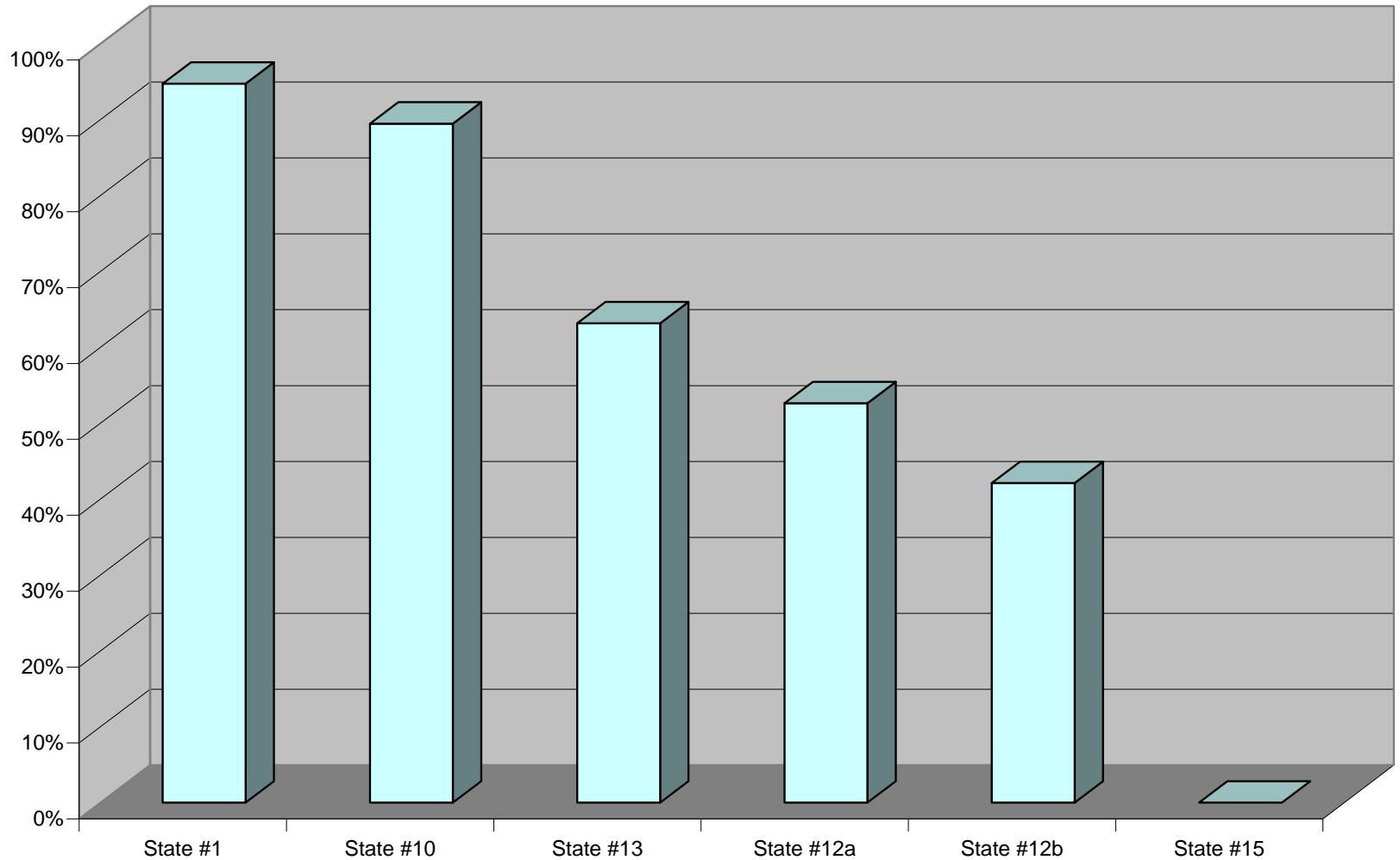
Percentage of CEC Standards
Met by State (Coded 1-17)
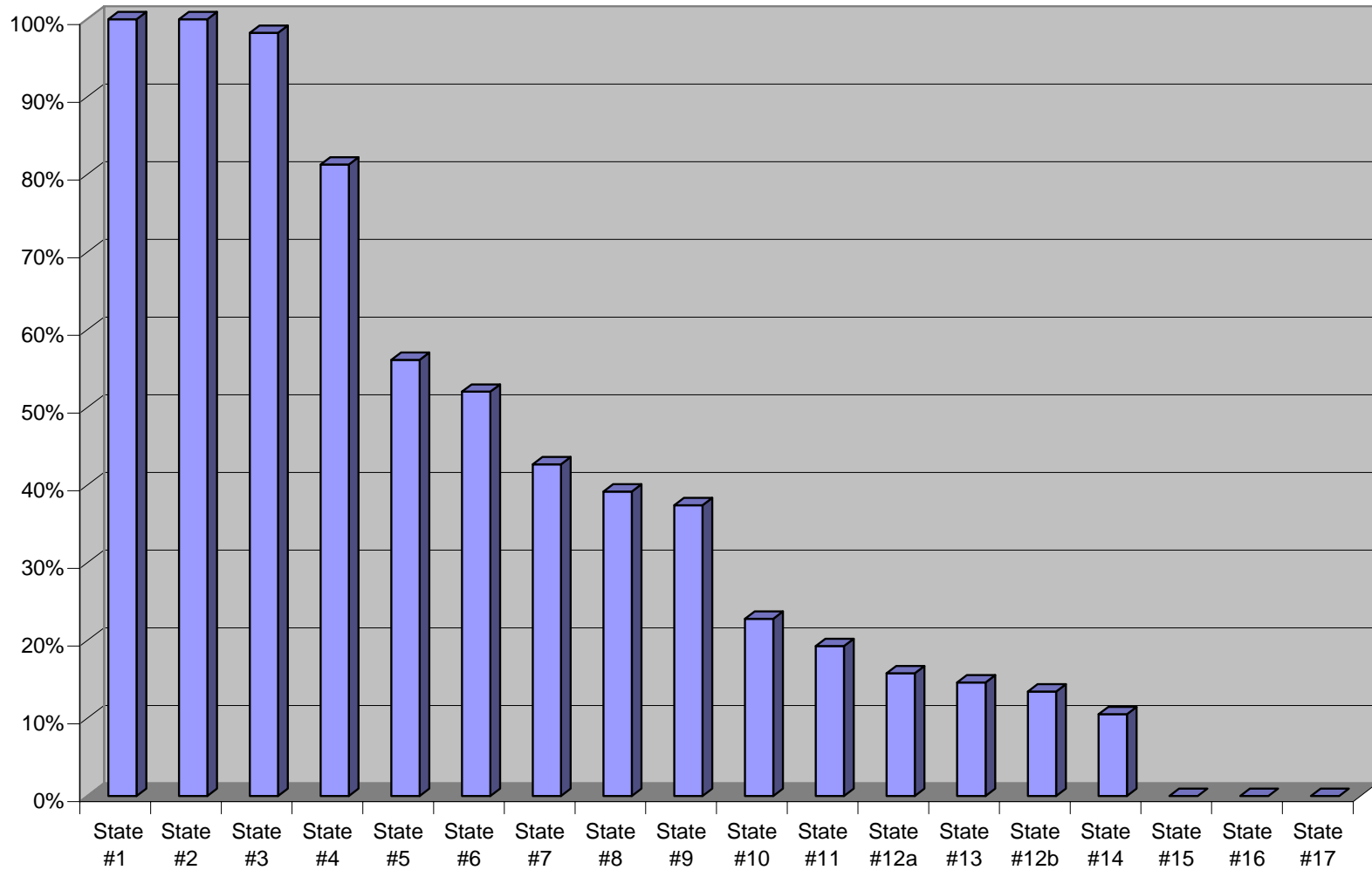
Percent of CEC Standards Met by Each State (Arranged by Certification Model)

ECSE Endorsement on EC or Reg Ed — bar chart showing State #1 (100%), State #3 (98%), State #4 (81%). X-axis: States (Coded).

Early Childhood Special Education (ECSE) — bar chart showing State #2 (100%), State #5 (56%), State #6 (52%), State #9 (38%). X-axis: States (Coded).

Special Education (SPED) — bar chart showing State #8 (39%), State #11 (19%), State #17 (0%). X-axis: States (Coded).

Blended ECSE and EC — bar chart showing State #10 (23%), State #12a (16%), State #13 (15%), State #12b (13%), State #15 (0%). X-axis: States (Coded).

ECSE Endorsement on SPED — bar chart showing State #7 (43%), State #14 (11%), State #16 (0%). X-axis: States (Coded).

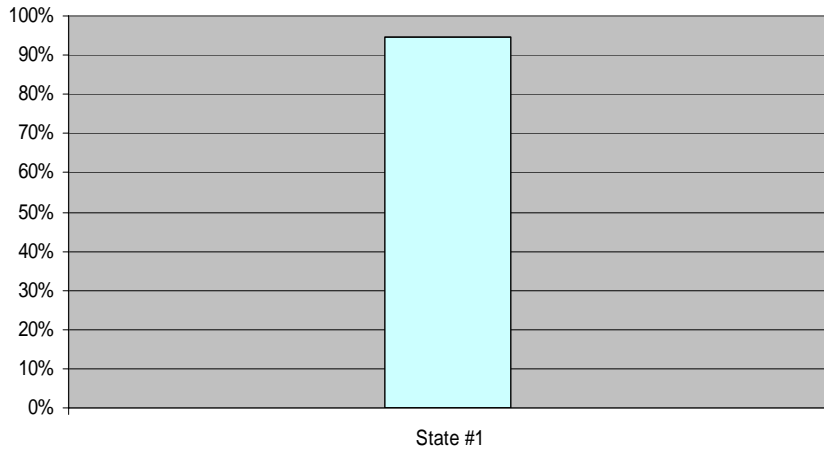# Percentage of CEC Common Core and Early Childhood Standards Met by Each State
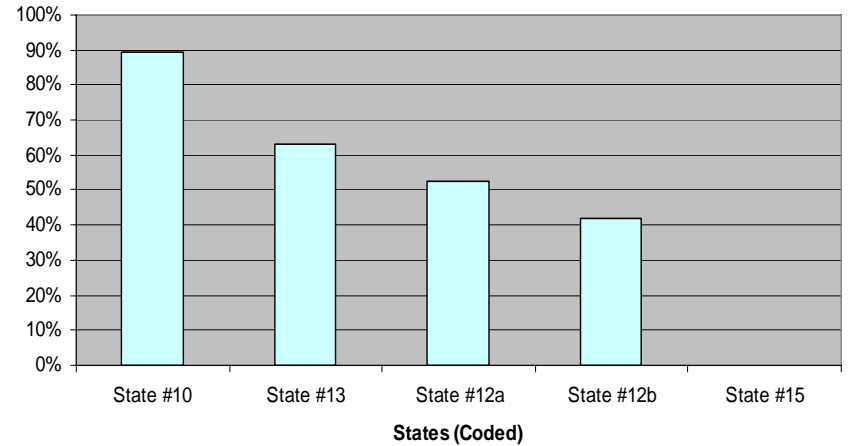
Percentage of NAEYC Standards Met by States (Coded)

Percent of NAEYC Standards Met by Each State (Arranged by Certification Model)

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Web Site Information

- Center Information

  http://www.uconnucedd.org/

- Data Reports

  http://www.uconnucedd.org/Projects/PersonnelPrep/