



The Center to Inform  
*Personnel Preparation Policy and Practice*  
In Early Intervention & Preschool Education



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**Data Report**

**Study V Data Report: Analysis of State Certification  
Requirements for Early Childhood Special Educators**

The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Early Childhood Special Education (referred to hereafter as the Center) was established in January, 2003 as a five-year project funded by the Office of Special Education Programs. The purpose of this Center is to collect, synthesize and analyze information related to: (a) certification and licensure requirements for personnel working with infants, toddlers, and preschoolers who have special needs and their families, (b) the quality of training programs that prepare these professionals, and (c) the supply and demand of professionals representing all disciplines who provide both ECSE and EI services. Information gathered will be utilized to identify critical gaps in current knowledge and design and conduct a program of research at the national, state, institutional and direct provider level to address these gaps. This program of research and policy formulation will yield information vital to developing policies and practices at all levels of government, including institutions of higher education.

**Purpose of the Report**

The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Early Childhood Special Education has conducted a study to obtain information from Part B, 619 Coordinators about state certification requirements for early childhood special educators who work with preschool children with developmental delays and disabilities.

For the purposes of this study, certification was defined as the set of regulated requirements that lead to initial preparation in Early Childhood Special Education. The research questions for this study were:

- 1) What are the certification requirements for Early Childhood Special Educators in the U.S.?
- 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?

## **METHODOLOGY**

### **Participants**

The preschool special education coordinators (Part B 619 of IDEA) in all 50 states, the District of Columbia, and U.S. territories were the subjects for this study. The list of coordinators and their contact information was obtained from The National Early Childhood Technical Assistance Center's website. Coordinators within the 50 states and the District of Columbia were initially contacted by phone, provided with information about the study, and asked to participate in the study. Both phone and e-mail attempts were unsuccessful in attempting to contact the Part B 619 coordinators in the territories.

### **Instrumentation**

#### *Web Searches*

Data for this study were collected via web searches, telephone interview, and content analysis of state certification standards or competencies. As many of the state certification requirements as possible were collected from state's websites by graduate assistants prior to conducting the telephone interviews. See Appendix A for the table that was completed based on the web searches.

#### *Telephone Interviews*

A structured interview guide with eleven open-ended and four close-ended questions was developed for the telephone interviews. The interview questions addressed certification requirements in addition to those obtained via web searches, the rationale for establishing those requirements, the process for developing the certification requirements, the content base for the certification (e.g., standards or competencies), barriers and facilitators to developing and implementing the certification requirements, the number of licenses awarded, and information about university/college programs that prepare graduates to obtain the certification requirements. The interview protocol was piloted with individuals other than the Part B 619 coordinator in three states who were knowledgeable of the states' certification requirements. Based on input from the pilot, the wording of questions was revised, additional probe questions were added, and the order of questions was modified. See Appendix B for a copy of the interview protocol.

### *Content Analysis*

In addition to web searches and interviews, a sample of 17 state's content requirements for the certification (e.g., standards, competencies) were obtained and a content analysis conducted to compare those requirements with nationally validated personnel standards. The policy analysis consisted of an item-by-item comparison of the state certification standards and/or competencies to: 1) the CEC (common core and early childhood special education) and 2) the NAEYC standards. These national standards were selected as the national policies for the comparison for several reasons: 1) the CEC and its Division for Early Childhood (DEC) are the professional organizations for early childhood special educators, 2) the CEC standards incorporate the standards for special educators and the DEC standards for early childhood special educators, 3) NAEYC is the professional organization for early childhood educators, and 4) both the CEC and NAEYC standards are used by the National Council for Accreditation of Teacher Education (NCATE) to approve higher education programs preparing early childhood special educators through blended ECE and ECSE models. Matrices of the items from both the CEC and NAEYC standards were used for comparison of each state's documents and are found in Appendix C.

### **Procedures**

#### *Web Searches*

Web searches were conducted by graduate assistants with certification requirements coded in table format: title of certificate, basis of certification content (e.g., standards, competencies), model of certification (e.g., ECSE, ECSE endorsement, blended ECE and ECSE), age range, university/college degree level for obtaining, admission to teacher education requirements, certification exam, induction requirements, alternative routes to certification, and any additional information (e.g., process for maintaining the certificate). The table was then e-mailed to the Part B 619 coordinator in each state for verification of accuracy and completeness.

#### *Telephone Interviews*

The telephone interview was scheduled when the table was e-mailed for verification. The three primary researchers for this study conducted the telephone interviews with the Part B 619 coordinator and/or person(s) designated by the coordinator as being most knowledgeable in the state regarding certification requirements for early childhood special educators. The interviews which ranged from 40 minutes to 60 minutes, were audiotaped and transcribed. In addition, the interviewer took extensive notes on the interview protocol during the interview. Interviewees received a copy of the interview transcript and the revised certification table with changes based on the interview and were asked to verify the accuracy of information for each.

#### *Content Analysis*

To determine the extent to which states' ECSE standards align with national standards, Center faculty conducted an item by item comparison of states' certification standards and/or competencies for ECSE to those of national standards. The national standards used in the comparison were: CEC early childhood special education knowledge and skills, "Common Core" and "Early Childhood" (CEC, 2003), and NAEYC personnel standards, if relevant (Hyson, 2003). A sample of certification policies from 17 of the states included in the sample was used for this

policy analysis. A purposeful sampling of states was used to ensure that the sample reflected the 5 major certification models found to be used by states for certifying personnel to work with young children with delays and disabilities: 1) ECSE, 2) Special Education, 3) Blended ECE and ECSE, 4) ECSE endorsement on ECE or special education certification, 5) ECE endorsement on special education certification (see Data Report). NAEYC standards were used for the states with ECE and ECSE blended certification, states that added ECSE endorsement on ECE certification, and those states that added ECE endorsement on special education. One state in the sample had two separate certification models resulting in a sample of 18 state certification policies. Three senior investigators conducted the policy analysis on three states' policies with inter-rater reliability of .64 (range .53-.70). One senior investigator completed the policy analysis on the remaining 15 state policies.

### **Data Analysis**

Descriptive statistics (i.e., percentages) were calculated for the quantitative data. Research staff analyzed the qualitative interview responses to identify salient themes and to categorize data related to topics that emerged from the responses. Each response was then coded to consensus based on the themes. A content analysis of each state's certification standards or competencies was completed by comparing them with the personnel standards of CEC/DEC, and NAEYC. Percentages of items from the state documents matching the items from the national standards were computed by state and by certification model.

## **RESULTS**

### **Respondents**

Fifty-one Part B 619 coordinators agreed to participate with a final response rate of 73% (n=37) for the telephone interviews and 75% (n=38) for the certification tables. In five states, another state agency employee in addition to the Part B 619 coordinator participated in the telephone interview. The states participating in the telephone interviews were: Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oklahoma, Oregon, Tennessee, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming. Although Idaho did not participate in the telephone interview, the certification table was completed for that state.

### **State's Certification Requirements**

Data from the web searches and interviews resulted in specific information about each state's certification requirements. Data were summarized to reflect the number and models of certification (e.g., ECSE, ECSE endorsement, blended ECE and ECSE) employed by each state, age range of the certification, whether the certification is based on required standards/competencies, university/college degree level for obtaining, admission to teacher education requirements, certification exam, induction requirements, alternative routes to certification, and any additional information (e.g., process for maintaining the certificate).

### *Models of Certification*

Certification requirements vary greatly across, and in some cases, within states. Sixty-eight percent (n=26) of the states have only one certification route to qualify to teach preschool children with developmental delays and disabilities. However, six different models of certification were identified in these 26 states: ECSE (n=13, 50%), ECSE endorsement (n=6, 23.07%) added onto special education or regular education, blended ECE and ECSE (n=3, 11.54%), special education (n=2, 7.69%), both ECSE and special education endorsement (n=1, 3.85%), and both ECE and special education endorsement (n=1, 3.85%). Table 1 identifies the models and the percent of states with each model. (For the purposes of this study, endorsement was defined as the set of regulated ECSE requirements that are in addition to the requirements for a specific certificate, such as ECE, K-12 special education. Blended ECE and ECSE certification was defined as the set of regulated requirements that lead to initial preparation in both ECE and ECSE through a single certification.) Eleven different age ranges were represented by these certifications (see Table 2): birth – 5 years (or kindergarten or PreK) (n=8, 30%), birth – 8 years (or grade 3) (n=5, 19%), 3-5 years (n=4, 15%), 3 years (or PreK) – grade 12 (n=2, 8%), birth – 6 years (n=1, 4%), birth – grade 2 (n=1, 4%), birth – grade 4 (n=1, 4%), 3 years (or PreK) – grade 2 (n=1, 4%), 3 years (or PreK) – grade 3 (n=1, 4%), and 3-20 years (n=1, 4%). One state (4%) requires both special education (K-12) and ECE (birth – 5 years) endorsements to be qualified to work with preschoolers with developmental delays and disabilities. Twenty of the states' certifications (77%) were standards or competency-based with three states (11.5%) specifying semester or quarter hour requirements for designated content areas (i.e., course-driven certification). The remaining three states (11.5%) had no specific content requirements, with the content of preparation determined by individual university or college programs. Table 3 identifies the states that have a single certification route, the certification models, age ranges, and whether the certification is standards or competency-based.

Table 1. *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	1	3.85
ECE & Special Education Endorsement	1	3.85

Table 2. *Age Ranges – States with Single Certification Routes (n=26, 68%)*

Age Range	n	%
Birth – 5 years	8	30
Birth – 8 years	4	19
3-5 years	4	15
3 years – grade 12	2	8
Birth – 6 years	1	4
Birth – grade 2	1	4
3-20 years	1	4
Birth – grade 4	1	4
3 years – grade 2	1	4
3 years – grade 3	1	4
3 years – grade 12	1	4
*K – grade 12 and Birth – 5 years	1	4

\* One state requires both special education (K-12) and ECE (Birth – 5 years) endorsements to be qualified to work with preschoolers with developmental delays and disabilities.

Table 3. *Certification Models in States with a Single Certification Route*

State	Certification Model	Age Range of Certificate or Endorsement	Standards or Competency-Based
Arizona	ECSE	Birth – 5 years	Yes
Arkansas	ECSE endorsement (on Elementary, P-4 <sup>th</sup> grade)	Birth – 4 <sup>th</sup> grade	Yes
California	ECSE	Birth – PreK	Yes
Colorado	ECSE	Birth – 8 years	Yes
Delaware	ECSE	Birth – 2 <sup>nd</sup> grade	Yes
Hawaii	Special Education	3 – 20 years	No
Idaho	Blended ECE and ECSE	Birth – 3 <sup>rd</sup> grade	Yes
Illinois	ECSE	Birth – 5 years	Yes
Indiana	ECSE	3 - 5 years	Yes
Kentucky	Blended ECE and ECSE	Birth – Kindergarten	Yes
Maine	ECSE	Birth – 5 years	Yes

State	Certification Model	Age Range of Certificate or Endorsement	Standards or Competency-Based
Maryland	ECSE endorsement (on Special Education, Birth – 3 <sup>rd</sup> grade)	Birth – 3 <sup>rd</sup> grade	No*
Massachusetts	Blended ECE and ECSE	PreK – 2 <sup>nd</sup> grade	Yes
Michigan	Both Special Education and ECE endorsements	K – 12 <sup>th</sup> grade Birth – 5 years	Yes
Minnesota	ECSE	Birth – 6 years	Yes
Mississippi	ECSE	Birth - Kindergarten	No
Montana	Special Education	PreK – 12 <sup>th</sup> grade	No
Nevada	ECSE endorsement (on Special Education, K-12 or ECE, K-8 <sup>th</sup> grade)	Birth – 8 years	No*
New Jersey	Both Special Education and ECSE endorsements	PreK – 12 <sup>th</sup> grade	No*
North Dakota	ECSE	3 - 5 years	Yes
Vermont	ECSE	3 – 5 years	Yes
Virginia	ECSE endorsement (on Special Education, K-12)	Birth – 5 years	Yes
Washington	ECSE endorsement (on Residency Teacher)	PreK – 3 <sup>rd</sup> grade	Yes
West Virginia	ECSE	3 – 5 years	Yes
Wisconsin	ECSE	Birth – 8 years	Yes
Wyoming	ECSE endorsement (on Special Education, K-12)	Birth – 5 years	Yes

\* No refers to states that have specific semester or quarter hour requirements for designated content areas rather than standards or competencies. No refers to states that have neither semester/quarter hour content requirements nor standards/competencies.

The remaining twelve states (32%) have two or more certifications and/or endorsements that can be obtained to qualify to teach preschoolers with developmental delays and disabilities. Eight states (67%) have two different certification routes, three (25%) have three certification routes, and one (8%) has six certification routes. The most frequent models of certification discussed above were also represented in these states (i.e., ECSE certification, blended ECE and ECSE certification, ECSE endorsement, and special education certification). Additional endorsements were also identified in these states (e.g., mild/moderate endorsement). Table 4 delineates the certification models for states with multiple routes. The age ranges included birth – 5 years (n=8, 80%), 3 years – grade 3 (n=5, 50%), birth – grade 3 (n=5, 50%), 3 years – grade 12 (n=4, 40%), 3 – 5 years (n=3, 30%), birth – grade 2 (n=2, 20%), birth – 4 years (n=1, 10%),

kindergarten – grade 5 (n=1, 10%), kindergarten – grade 12 (n=1, 10%), and 5-21 years (n=1, 10%). Nine of these twelve states (75%) have standards or competency-based certifications or endorsements. The state which has six different certification or endorsement options bases four of the six options on standards or competencies. The remaining state with three certification options bases one of the three options on standards. Table 6 identifies the states that have multiple certification routes, the certification model, age range, and whether the certification is standards or competency-based.

Table 4. *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: ECSE	1	8.33
Blended ECE & ECSE 2 age ranges; ECSE endorsement	1	8.33
Blended ECE & ECSE; 2 ECSE endorsements	1	8.33
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

Table 5. *Age Ranges – States with Multiple Certification Routes (n=9 age ranges)*

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



Table 6. *Certification Models in States with Multiple Certification Routes*

State	Certification Model	Age Range of Certificate or Endorsement	Standards or Competency-Based
Connecticut	Blended ECE and ECSE	Birth – Kindergarten	No
Connecticut	Blended ECE and ECSE	Nursery (3 years) - 3 <sup>rd</sup> grade	No
Connecticut	ECSE endorsement (on Special Education, K-12)	3 - 5 years	No
Florida	Blended ECE and ECSE	3 years – 3 <sup>rd</sup> grade	Yes
Florida	Blended ECE and ECSE	Birth – 4 years	Yes
Georgia	ECSE endorsement (on Elementary, PreK-5 <sup>th</sup> grade)	Birth – 5 years	No
Georgia	ECSE endorsement (on Elementary, PreK-5 <sup>th</sup> grade)	3 – 5 years	Yes
Georgia	ECSE	Birth – 5 years	No
Georgia	ECSE	3 – 5 years	Yes
Georgia	ECSE	P – 5 <sup>th</sup> grade	Yes
Georgia	Special Education	P – 12 <sup>th</sup> grade	Yes
Iowa	Blended ECE and ECSE	Birth – 3 <sup>rd</sup> grade	Yes
Iowa	Blended ECE and ECSE	Birth – 5 years	Yes
Louisiana	ECSE	Birth – 5 years	Yes
Louisiana	ECSE endorsement (on Elementary 1-8, Middle School 4-8, secondary 6-12, special education K-12, or All-Level K-12)	Birth – 3 <sup>rd</sup> grade	Yes
Nebraska	Blended ECE and ECSE	Birth – 3 <sup>rd</sup> grade	Yes
Nebraska	ECSE endorsement (on Special Education, K-12)	Birth - Kindergarten	Yes
Nebraska	ECSE graduate endorsement (on Special Education, K-12)	Birth – 3 <sup>rd</sup> grade	Yes
New Hampshire	ECSE	Birth – 8 years	Yes
New Hampshire	Special Education	5 – 21 years	Yes
New York	ECSE	Birth – 2 <sup>nd</sup> grade	Yes
New York	ECE	Birth – 2 <sup>nd</sup> grade	Yes
Ohio	ECSE	3 years – 3 <sup>rd</sup> grade	Yes

State	Certification Model	Age Range of Certificate or Endorsement	Standards or Competency-Based
Ohio	PreK Special Education endorsement	PreK – 12 <sup>th</sup> grade	No
Ohio	Mild/moderate endorsement	3 years – 3 <sup>rd</sup> grade	No
Oklahoma	Special Education – Severe and Profound	PreK – 12 <sup>th</sup> grade	Yes
Oklahoma	Special Education – Mild and Moderate	PreK – 12 <sup>th</sup> grade	Yes
Oregon	ECSE	Birth – 5 years	Yes
Oregon	ECSE endorsement (on Special Education or Elementary, Prek – 3 <sup>rd</sup> grade)	Birth – 5 years	Yes
Tennessee	Blended ECE and ECSE	PreK - kindergarten	Yes
Tennessee	ECSE	PreK – 3 <sup>rd</sup> grade	Yes

Note: No\* refers to states that have specific semester or quarter hour requirements for designated content areas rather than standards or competencies. No refers to states that have neither semester/quarter hour content requirements nor standards/competencies.

### **Certification Model – Rationale**

Part B 619 coordinators were asked to provide a rationale as to why the particular certification model(s) was implemented in their respective states and the factors that led to the selection of that model versus a different model. Data was analyzed and themes identified for six different certification models or combinations of models: (a) ECSE certification, (b) ECSE certification or two or more other models as options, (c) ECSE endorsement (d) blended ECE and ECSE, (e) special education, and (f) two endorsements (i.e., ECSE and special education, ECE and special education). The rationale provided by respondents will be discussed based on these six models or combinations of models; therefore, the results should be read with caution as the numbers for each model are small. Six respondents could not respond to this question as they were not in the position at the time the certification was developed and approved, or because their office was not responsible for certification.

#### *ECSE Certification*

Three themes emerged when considering the rationale for developing and implementing an ECSE certification: (a) national and state policies, (b) changes or trends in the field, and (c) depth of content knowledge and skills. Respondents reported that the age range of the certification was based on national recommendations for the early childhood period (i.e., NAEYC, DEC) or to be consistent with state certification structures that were based on the organization of community programs within the state. Changes or trends in the field seemed to influence the existing certification and also lead to discussions about potential changes. For example, one state

originally had an ECSE endorsement and with the increased need for services and research in the field moved to full certification. Another state is considering developing a blended certificate due to universal Pre-K in that state. Some states had considered a blended certificate, but because of the breadth of content needed for preparation in both ECE and ECSE, determined that this could not be completed in one degree program. Thus, they maintained the ECSE certificate.

#### *ECSE Certification and One or More Other Models*

Seven states have more than one route to certification with ECSE being one of the options along with other models (e.g., ECSE endorsement, special education, ECE). Flexibility in staffing within community programs seemed to be the primary theme when these respondents were asked about the rationale for multiple certification models being employed. One respondent stated, a variety of certification models allows administrators to determine “what supports are needed to serve children in the early childhood community”.

#### *ECSE Endorsement*

Of those states with a single route to certification, six require an endorsement in ECSE to become qualified to work with preschoolers with developmental delays and disabilities. The endorsement is added onto a certification (e.g. Special Education, ECE). Two themes were identified based on discussion of the rationale for an endorsement: (a) legislative mandates and (b) political climate. Both state and federal legislative mandates seemed to create the need for the endorsement and in some cases require changes in it. Two states reported that they were birth mandate states; therefore, the endorsement was developed at that time and had not changed due to reluctance both within the state agencies and universities to make changes. It was also noted that because of the uniqueness of the ECSE field, specialized training was needed versus simply requiring special education endorsement or certification. In some cases, the age range of the endorsement was modified with the implementation of Part H (now Part C) to encompass the birth through two age range. From a different perspective, the lack of other legislated pre-K programs in a state may decrease the emphasis on “strong certification requirements” for preschool programs. The political climate within these states led to the development of an endorsement instead of a certification. For example, there may be a lack of understanding of the importance of ECSE programs, viewing the early years as the “family’s domain.” Or, a state may determine that all future teachers should be prepared in “general” teacher education first, and then, add on the specialization area.

#### *Blended ECE and ECSE*

When asked the rationale for developing a blended ECE and ECSE certification, the responses could be grouped into three themes: (a) inclusion/least restrictive environment, (b) collaboration, and (c) professionalism. Serving all children in inclusive environments seems to be a primary motivator for developing a blended certification model. Quotes from two respondents capture this theme, “prepare graduates to implement the best practices and address the needs of the whole child,” and “ensure that teachers are well-prepared to meet kid’s needs regardless of ability.” Enhanced collaboration between agencies and disciplines was also noted by respondents. A third theme addressed professionalism of personnel and the field. The quotes cited above again exemplify this theme with the reference to best practices and well-prepared teachers.

### *Special Education*

Two states that have a single certification route require a special education (e.g., K-12) certification for individuals who teach preschoolers with developmental delays and disabilities. The rationale of requiring such a certification was based on one theme, supply and demand. These states are rural with primarily itinerant services due to the small number of preschoolers with developmental delays or disabilities per school district (only 1 or 2 identified children in some school districts). These states tend to rely on professional development once an individual enters the workforce to ensure that they obtain the preschool specific knowledge and skills.

### *Two Endorsements*

Of those states that have a single route to certification, two states require two endorsements be added to another certificate (i.e., special education and ECSE, special education and ECE) to be qualified to teach preschoolers with developmental delays and disabilities. Two themes were identified in discussing the rationale for requiring two endorsements: (a) inclusion and (b) preparation for preschool. With the trend toward inclusion, respondents emphasized that preschool teachers must be prepared to work with children both with and without disabilities. In addition, both respondents indicated that previously preschool teachers were prepared in special education only with no guarantee that they had coursework or field placements specific to preschool age children. Therefore, the ECE and ECSE endorsements were added to ensure qualified staff and “improve intervention and long-term outcomes for children.”

### **Certification Requirements – Induction to the Field**

After completing a degree program or program of study, some states also require individuals to complete some type of induction to the field of ECSE in order to be fully certified. Induction is a systemic process through which the development of beginning educators is supported in order to help them become competent professionals and to facilitate retention in the field. Sixty-six percent (n=25) of the states have induction requirements. Twelve of those states (48%) require that beginning or novice teachers complete a one year mentorship. Four states (16%) specify a two year mentorship, while another two states (8%) require a three year mentorship. Six states (24%) allow for induction with a variety of experiences required (e.g., two to three years of mentorship; one year of mentorship with observation, coursework, seminars, etc.; an individual plan between the school district and a university; a professional development plan with the school district; mentorship and a professional development plan; a professional development plan; and a passing score on a state performance assessment). This data reflects one state that does not require induction to the field for five of its six certification options, but does require induction for one of its ECSE endorsements.

### **Certification – Alternate Routes to Certification**

Some states allow for alternate routes to certification versus completing a traditional university/college degree program or program of study. Twenty states (53%) reported having alternative routes to certification. This figure reflects one state that reported having no alternative routes for five of its six certification options, with an alternative route for its ECSE certificate. States' regulations allow for multiple ways for the alternative certification to be obtained. For individuals who already have a baccalaureate degree, these include:

- Qualify for a temporary certificate and complete coursework over a three year period of time in order to be fully certified (n=3, 15%)
- Complete ongoing coursework via distance education or face-to-face (n=3, 15%)
- Complete a collaborative program with a university/college and school district or other community agency (n=3, 15%)
- Complete coursework and teach under the supervision of a professional support team (n=2, 10%)
- Complete a portfolio for review (n=2, 10%)
- Develop and implement individual professional development plan and complete written and oral exams to demonstrate competencies (n=1, 5%)
- Obtain a teaching certificate for one area and successfully complete the certification test for another area (n=1, 5%)
- Complete 90 clock hours of training, one year internship, and the relevant *PRAXIS II* exam (n=1, 5%)

One state has an alternative route by which paraeducators can obtain a special education certificate.

### **Certification Requirements Specific to University Programs**

State certification regulations govern some aspects of university/college programs. This includes the degree level at which curriculum requirements for the certification are obtained, the admission requirements for the teacher education program, the exam required to qualify for the certification, and the accountability system employed to ensure that universities/colleges are addressing the certification requirements in their curricula. In the majority of states, the certification requirements can be met at the baccalaureate level (n=35, 92%). Four states (11%) have endorsements that are added onto a certificate at the post-baccalaureate level. This percentage is greater than 100% because one state has three certificates for which the requirements can be completed at the baccalaureate level, and three endorsements that are completed at the post-baccalaureate level. For the remaining eight (21%) states that have endorsement options, universities/colleges can include the requirements for the endorsement as part of a baccalaureate program or a post-baccalaureate program.

Twenty-three states (61%) have specific requirements for admission to the teacher education programs that lead to the required certification for early childhood special educators. Seven of the states (18%) allow universities/colleges to determine the admission to teacher education requirements. For the remaining eight states (21%), no requirements were identified. Table 7 identifies each state's requirements for admission to teacher education, eighteen (47%) require the *PRAXIS I* exam, with the remaining five (13%) requiring a state developed exam. The minimum scores for the *PRAXIS I* vary across states and can be obtained at the Educational Testing Services' (ETS) website, <http://www.ets.org>.

Table 7. Admission Requirements for Teacher Education Programs

State	PRAXIS I	State Developed Exam	IHE Determined	None Identified
Arizona				X
Arkansas	X			
California		X		
Colorado		X		
Connecticut				X
Delaware	X			
Florida				X
Georgia			X	
Hawaii	X			
Idaho				X
Illinois				X
Indiana			X	
Iowa			X	
Kentucky			X	
Louisiana	X			
Maine	X			
Maryland	X			
Massachusetts				X
Michigan		X		
Minnesota	X			
Mississippi	X			
Montana				X
Nebraska	X			
Nevada	X			
New Hampshire	X			
New Jersey		X		
New York			X	
North Dakota	X			

State	PRAXIS I	State Developed Exam	IHE Determined	None Identified
Ohio			X	
Oklahoma	X			
Oregon	X			
Tennessee	X			
Vermont	X			
Virginia			X	
Washington		X		
West Virginia	X			
Wisconsin	X			
Wyoming				X

Twenty-six states (69%) require some type of exam upon completion of the university/college program of study to qualify for certification. Seventeen of these states (65%) require one or more *PRAXIS II* exams. Ten states (38%) require a state developed exam and one state (4%) requires both a *PRAXIS II* exam and a state developed exam. Table 8 identifies the states that require an exit exam and the exam(s) that are required. The number to the left of each *PRAXIS II* exam is the code used by ETS for the respective exam. The minimum scores for the *PRAXIS II* vary across states and can be obtained at the Educational Testing Services' website, <http://www.ets.org>. As evidenced by Table 8, ten of the 17 states (59%) that require exams designate only one exam, five states (29%) require two exams, and two states (12%) require three exams. Ten different *PRAXIS II* exams are required. Table 9 identifies the specific exams utilized and the number and percentages of states requiring each. The ten different exams vary based on the content emphasis and include ECSE, ECE, Elementary Education, and Special Education content.

Table 8. *Certification Exam Requirements*

State	PRAXIS II	State Developed Exam
Arizona		AZ Teacher Proficiency Assessment
Arkansas	20021 – Education of Young Children	
Connecticut	20353 – Education of Exceptional Students: Core Content Knowledge	Beginning Educator Support and Training (BEST)
Delaware	10352 – Special Education: Application of Core Principles Across Categories of Disability (Exceptional Children 1-8)	
Florida		FL Teacher Certification Exam
Georgia		GA Assessment for Certification of Educators (GACE)
Hawaii	10352 – Special Education: Application of Core Principles Across Categories of Disability (Exceptional Children 1-8) 20353 – Education of Exceptional Students: Core Content Knowledge	
Idaho	20021-Education of Young Children 10690 - Special Education: Preschool/Early Childhood	
Illinois		IL Certification testing System (ICTCS) and State Basic Skills Test
Indiana	10542 - Exceptional Needs: Mild Intervention code 20353 – Education of Exceptional Students: Core Content Knowledge	
Iowa	10011 – Elementary Education: Curriculum, Instruction, & Assessment 10014 – Elementary Education: Content Knowledge	
Louisiana	20353 – Education of Exceptional Students: Core Content Knowledge 10020 - Early Childhood Education 10014 - Elementary Education: Content Knowledge	
Maine	20021 – Education of Young Children	
Massachusetts		Communication and Literacy Foundations of Reading Early Childhood MA Test for Educator Licensure



State	PRAXIS II	State Developed Exam
Michigan		MI Test for Teacher Certification – Subject Area Test
Mississippi	30522 – Principles of Learning and Teaching: Grades K-6	
Nevada	30522 – Principles of Learning and Teaching: Grades K-6	
New York		NY State Teacher Certification Examinations (NYSTCE) – (1) Liberal Arts and Sciences Test (LAST), (2) Written Assessment of Teaching Skills (ATS-W), (3) Content Specialty Test (CST) Multi-Subject Elementary (General) or Students with Disabilities (SWD) Elementary
Oklahoma		OK General Education Test (OGET) OK Professional Teaching Examination (OPTE) OK Subject Area Tests (OSAT)
Oregon	10690 – Special Education: Preschool/ Early Childhood 10020 – Early Childhood Education 20353 - Education of Exceptional Students: Core Content Knowledge	
Tennessee	10690 - Special Education: Preschool/Early Childhood 20201 - Reading Across the Curriculum: Elementary	
Virginia		VA Communication and Literacy Assessment
Washington	10690 – Special Education: Preschool/Early Childhood	
West Virginia	10690 – Special Education: Preschool/Early Childhood	
Wisconsin	10014 – Elementary Education: Content Knowledge	
Wyoming	10011 – Elementary Education: Curriculum, Instruction, and Assessment	

Table 9. *PRAXIS II Exams Required by States (17 states)*

PRAXIS II Exam	n	*%
Education of Exceptional Students: Core Content Knowledge	5	29
Special Education: Preschool/Early Childhood	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
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

\* Percentages total more than 100% as seven of the 17 states require more than one exam.

Part B 619 coordinators were asked to describe the accountability or quality control system that their states use to ensure that university/college programs adhere to certification standards and other requirements. Fifteen states (39%) have a state review and accreditation process for initial program approval and ongoing program review that includes document review and on-site visits with the review cycle tending to be every five or six years. Three states (8%) require university/college programs to participate in a national accreditation process (i.e., National Council for the Accreditation of Teacher Education). Two states (5%) require both a national and state accreditation process. One state (3%) requires a national or regional accreditation process, and one state (3%) requires a national or state accreditation process be completed. Two respondents (5%) provided information that did not seem relevant to the question (e.g., regular meetings with university/college faculty to discuss the standards and curriculum). Four respondents (11%) were unable to answer this question, and another 10 (26%) were not asked to respond to the question as an oversight of the interviewer.

### **Certification – Development and Implementation**

Interview questions addressed the rationale for the certification model(s) required, the process for certification development, the content base for the certification, facilitators to development and implementation, and barriers to development and implementation. Analysis of the responses to these questions is discussed in this section of the report.

### *Development Process*

The Part B 619 coordinators' responses can be grouped into four major themes specific to the process for developing the states' certification model(s): (a) committees with representation from relevant stakeholder groups, (b) statewide input into the certification proposal, (c) articulation between two and four year institutions of higher education, and (d) too long ago to "remember." The majority of states convened a committee with statewide representation of relevant stakeholder groups (e.g., university faculty, ECE and ECSE practitioners, state agency staff, and independent consultants). Some states have specific policies that govern the establishment and roles of such a group. Specific responsibilities for these groups were to consider supply and demand issues for teachers within the state; review existing certification requirements and the relationship to a newly proposed certification; review competencies/standards of national organizations, other states, and those within the state; crosswalk standards developed for the state's certification with national standards; facilitate statewide review of the certification requirements; and incorporate feedback from the statewide review into the certification requirements. Most respondents discussed required procedures for statewide review of and input into the proposed certification requirements. Procedures included public hearings held geographically throughout the state, posting on websites for review and comment, and distribution to various groups (e.g., Special Education Director Councils, state advisory committees, school boards). The comments and suggested changes were then submitted to the statewide committee to incorporate into the proposal as appropriate. Some respondents stated that development of articulation agreements between two and four year IHEs was included in the process. And some Part B 619 coordinators were not familiar with the process employed because the certification had been in place prior to them or other state agency employees being in their current positions and/or that certification was the responsibility of another office and, therefore, not the responsibility of Part B 619.

### **Certification - Content**

Respondents were asked to identify and discuss the basis for the content of the standards or competencies required to obtain the state's certification. Responses were grouped into four themes: (a) review of professional standards and recommended practices of professional organizations, (b) review of other states' standards, (c) review of other certifications and regulations specific to early childhood programs, and (d) review of research and literature. The majority of states reported that they based their certification standards on the personnel standards and recommended practices of CEC, DEC, and NAEYC (specifically for states with blended ECE and ECSE certification). Some simply use the actual standards of those organizations, while others reword and reorganize to meet state needs and then, crosswalk the state standards with the national standards. (See the content analyses results in this data report for the actual use of national personnel standards in a random sample of these states.) Respondents reported that other states' standards may be reviewed; especially those in surrounding states or those for a specific certification model (e.g., blended ECE and ECSE). For those states that modified an existing certification or developed a new certification to replace an existing one, the existing standards or competencies were reviewed for continued relevance. In some cases, other early childhood regulations and outcomes were reviewed (e.g., childcare, Head Start). A small number of respondents stated that the ECSE literature and research was reviewed

in determining standards. Some states employed specific strategies to identify the competencies, refine them, and/or determine their validity. These included use of external consultants to facilitate the statewide committees, development of curriculum frameworks with universities/colleges, and pilot studies to develop and refine competencies.

### **Certification Development – Facilitators and Supports**

Part B 619 coordinators were asked to discuss facilitators and supports for developing their specific certification requirements. Facilitators and supports can be grouped into five themes: (a) financial support, (b) legislative mandates, (c) systemic supports, (d) demand from the field, and (e) higher education support. Respondents identified several sources of state and federal financial support that facilitated the work of the statewide committee in developing the certification proposal (e.g., state-funded mini-grants; department of education funding for secretarial support, staff support, and travel of committee members; state improvement grant funds). Respondents indicated that “federal mandates get a lot of attention” and influence development of certification requirements that meet those mandates. Specifically cited mandates were the Individuals with Disabilities Education Act, No Child Left Behind, and state legislation for early care and education programs. Systemic supports in addition to funding were noted by the majority of respondents. This included proactive support by governors, state agency administrators, and other state personnel who could facilitate the work of the statewide committee. Strong collaboration among the stakeholder groups was also considered to be very important in the development process. One respondent stated, “We are a small state and everybody knows everyone and works well together.” Most states had networks in place for getting information to the field about certification changes. Some respondents also identified demand from the field as a facilitator. In some cases, early childhood educators were advocates for change in the requirements for preschool teachers. Demand also referred to supply and demand, with both state and national legislative mandates and trends resulting in an increased need for qualified early childhood special educators. In addition, higher education was discussed as a facilitator through active participation by faculty on the statewide committee, as well as development and/or modification of curriculum to address the certification requirements.

### **Certification Development – Barriers**

Part B 619 coordinators were asked to discuss barriers to developing their specific certification requirements. Barriers can be categorized into four themes: (a) systemic barriers, (b) philosophical barriers, (c) supply and demand, and (d) programmatic concerns. Although systemic supports were identified in the development of certification requirements, systemic issues were also identified as barriers to development. Several of these issues related to higher education, such as the time needed to develop the new curriculum and obtain state approval, changing from a course driven certification process with transcript review by the state department of education to a standards-based process with the curriculum determined by individual colleges/universities, and articulation between two and four year IHEs. Determining a reasonable timeframe for the new certification requirements to be in place and required of personnel was also identified as a potential barrier. Others discussed the time involved and the “cumbersome” process required by states to make certification changes, including the lack of coordination between certification offices and Part B 619. Many respondents also cited reciprocity with other states as an issue in developing certification requirements.

Different philosophies among stakeholders regarding ECSE programs and required certification were identified as a second theme. As a barrier this seemed to center around perspectives about least restrictive environment and inclusion, with questions as to whether all preschool teachers should meet the same certification requirements. For states that have developed or are considering developing a blended ECE and ECSE certification, questions arise as to what standards or competencies are critical and need to be included. In addition, some IHE faculty may not “buy into” the concept of blended programs.

Supply and demand is also a factor that must be considered when developing a new certification or making changes in certification requirements. As discussed in the previous section, the increased demand for early childhood special educators is often a facilitator for developing certification. However, it can also be a barrier as issues arise as to who should be required to obtain the certificate (e.g., individuals who are already teaching in preschool programs), what timeline should be used by which individuals to meet the new requirements, and what incentives can be provided to facilitate the acquisition of the new certificate.

Programmatic barriers are related to supply and demand issues. As preschool programs become more inclusive, it is critical to determine who actually requires the certification and what type of certification best meets the needs of these changing settings. In some communities, the least restrictive environment may be a childcare center where in most states, the childcare teacher would not have the same personnel requirements as those employed by public schools.

### **Implementation of Certification Requirements – Facilitators and Supports**

Part B 619 Coordinators were also asked to identify facilitators and supports in implementing the certification changes. Three themes surfaced from the analysis and are similar to the facilitators and supports identified for development of the certification: (a) financial supports, (b) systemic supports, and (c) professionalization of the field. In several states, funds were provided to IHEs through mini-grants to assist in making curriculum changes. Funds were also made available to support tuition and fees of students, especially those already employed in preschool settings who need to obtain the new certification. For example, one state provides tuition funding through an application process for three consecutive semesters/terms for individuals who are teaching in inclusive public school preschool settings with a temporary certificate.

Respondents discussed the certification as a means for professionalizing the field. The new or revised certificate was viewed by stakeholders as a legitimate certificate with a solid research base to inform practice.

Systemic supports were critical in most states for implementation, as well as development. Proactive support from state level administrators and staff was important. Collaboration among stakeholders was key in disseminating information about the certification requirements and putting structures in place to implement the certificate. State professional organizations, IHEs, and other stakeholder groups assisted with these tasks. In some states, new state level early childhood units were developed. In other states, greater collaboration occurred across departments within IHEs.

### Implementation of Certification Requirements – Barriers

Part B 619 coordinators discussed barriers to implementing the certification requirements with three themes identified: (a) systemic barriers, (b) programmatic barriers, and (c) IHE related barriers. Systemic barriers focused, in part, on accessible and timely completion of the certification requirements by preservice students and other individuals who are required to obtain the requirements. Many states, especially rural states, had to address statewide accessibility of training programs. Even though the certification requirements can be met through a baccalaureate program, with the exception of three states, some universities only offer the program at the graduate level; thus, creating a “lag” in preparing qualified individuals. A support for implementation was the collaborative networks that existed in states that could facilitate dissemination of information about the certification changes. Systematic means for disseminating information in an accurate and timely manner, however, was also identified as a barrier. Information to administrators and early childhood and early childhood special educators already providing preschool services may be confusing as to who must complete the new certification requirements and for what settings the requirements apply.

Programmatic barriers include the supply and demand issues that were previously discussed as a barrier to development. With changes in certification to address inclusion, preschool teachers who have previously taught in self-contained settings or with children with specific disability conditions may be reticent to obtain the new certification. Depending on how the state addresses who must meet the certification changes and the timeframe for completing the needed professional development, community programs may have teachers with different levels and types of preparation.

Changes in certification requirements often have multiple implications for higher education. Changes in the age range, modification of standards, blending ECE and ECSE, and focusing on different disability conditions may create a situation in which some ECE and ECSE faculty do not have the formal education or professional experience to plan and implement a higher education curriculum that addresses all components of the certification (e.g., birth -3 years, ECE, severe/profound disabilities). The needs of the community may also impact higher education programs. For example, if the age range for the certification is birth -5 or birth - 8 years, the emphasis of the curriculum may be for the age range for which there is the greatest demand in the community, as faculty have constraints on the maximum number of credit hours in a degree program based on state governing board requirements. With the trend toward inclusion and the increase in the number of community early care and education programs, higher education programs must also attempt to prepare students for the diversity of settings in which they will be employed within the constraint of maximum credit hours. The trend toward inclusion, whether a state has adopted a blended ECE and ECSE certificate or not, has created a greater need for cross-department and cross-college collaborative planning and teaching. The IHE culture and climate often does not support such collaboration and faculty may not have experience in working in a collaborative model. A final issue related to IHEs relates to exams required for application for the certification. As noted previously, twenty-seven states require some type of certification exam, with 18 of those states requiring one of the *PRAXIS II* exams. Eleven different *PRAXIS II* exams are used by states and some states require more than one exam to qualify for certification. These exams are often not a good match with the standards required for the certification. IHEs are then faced with the

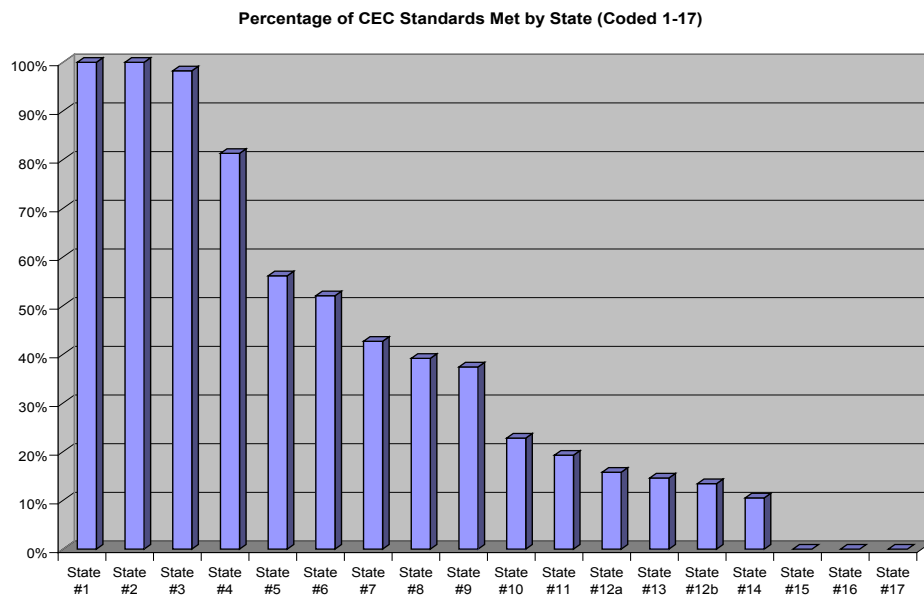
dilemma of how to address both the exam contents and the standards/competencies required by the certification in the curriculum as their funding, in part, may be linked to the pass rate of graduates on these exams.

**Content Analysis of States’ Personnel Standards**

*Percent of CEC Standards Met by States’ Policies*

The percent of items in the state documents that match the CEC standards was computed by state (see Figure 1). Three (17%) of the states’ policies meet or nearly meet 100% of the CEC standards for ECSE. These state certification policies either align directly with the CEC standards or they stipulate in writing they adopt the CEC standards. Two (11%) of the states’ policies meet 56% and 81% of the CEC standards. Thirteen (70%) of the states’ policies meet 52% or less of the CEC standards.

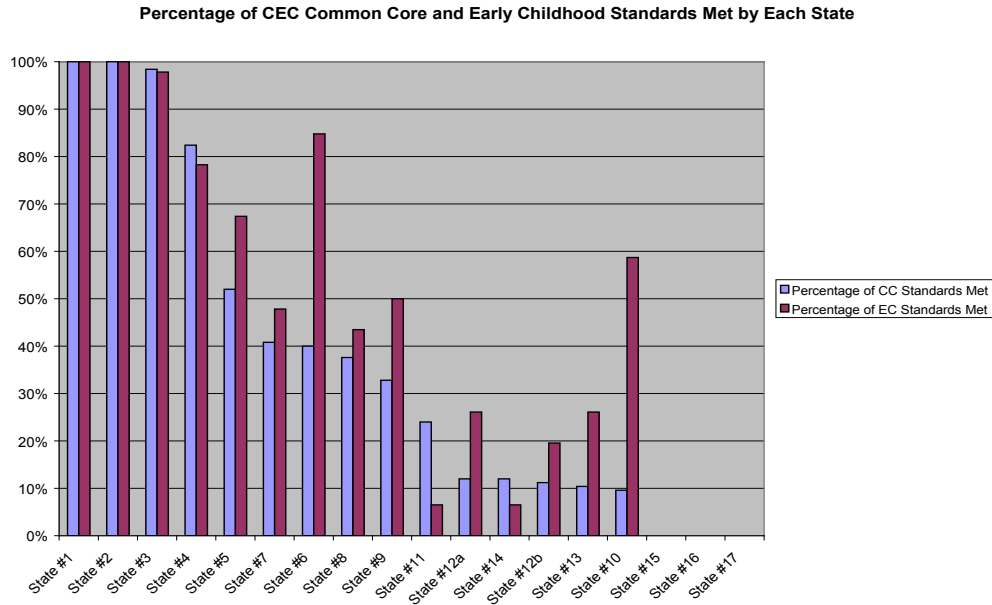
Figure 1. *Percentage of CEC Standards Met by Each State*



*Percent of CEC Common Core vs. CEC Early Childhood Standards Met by States’ Policies*

Within the comparison with the CEC standards, percentages were computed for state policy items matching either the CEC common core (CC) items or the early childhood (EC) items (see Figure 2). States’ ECSE certification policies meet a higher percent of the CEC early childhood standards than the CEC common core standards. Three (17%) of the states’ policies meet or nearly meet 100% of the CEC standards for ECSE. These state certification policies either align directly with the CEC standards or they stipulate in writing they adopt the CEC standards. Eight (44%) of the states’ policies meet or exceed 50% of the CEC early childhood standards.

Figure 2. *Percentage of CEC Common Core (CC) and Early Childhood (EC) Standards Met by Each State*

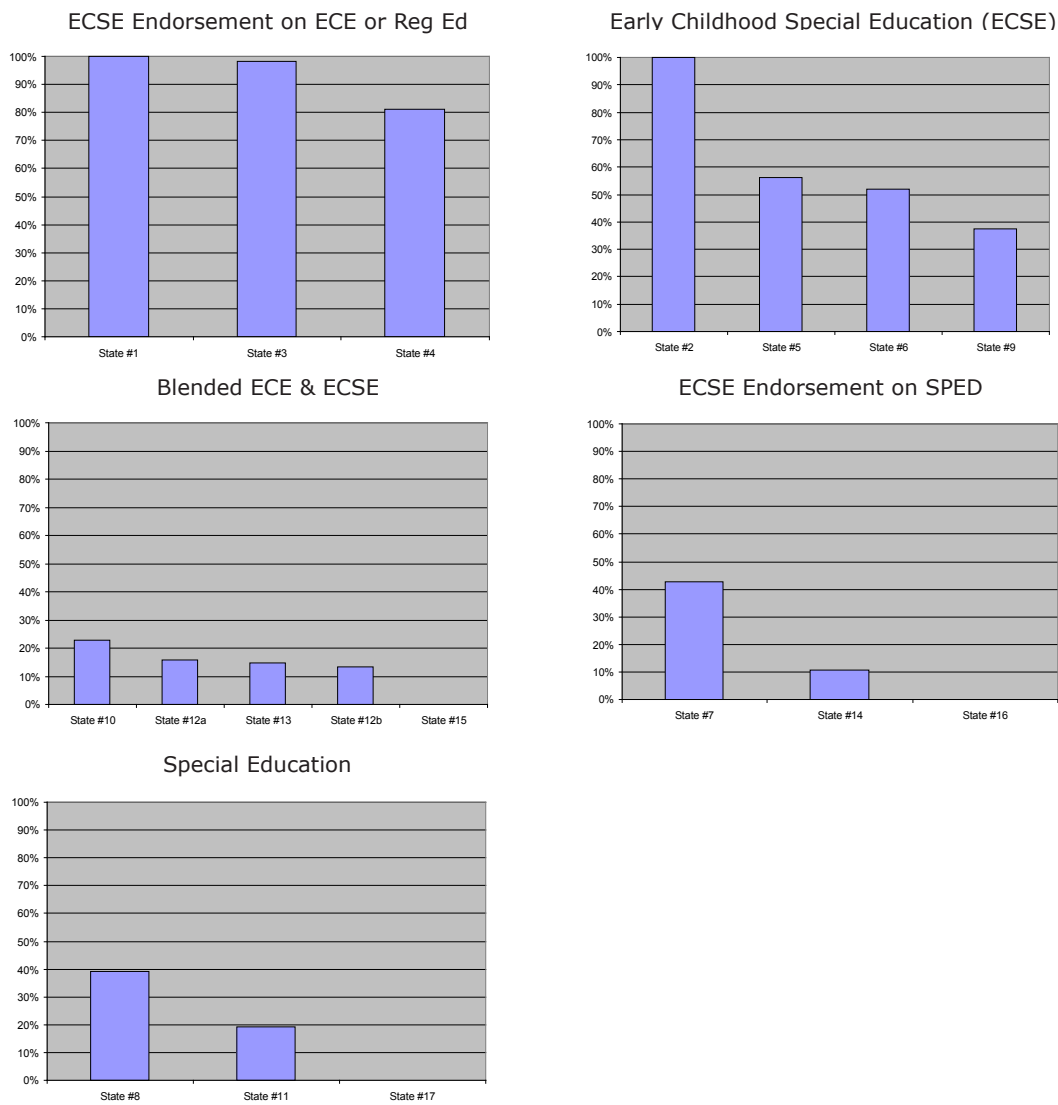


*Percent of CEC Standards Met by States Representing Five Certification Models*

Data were compared by certification model(s) used by the states in the sample to determine if there is a difference in the alignment with national standards depending on the state certification model (see Figure 3). A higher percent of CEC standards are met by the policies of the states representing the: 1) ECSE endorsement on ECE, and the 2) ECSE certification models.

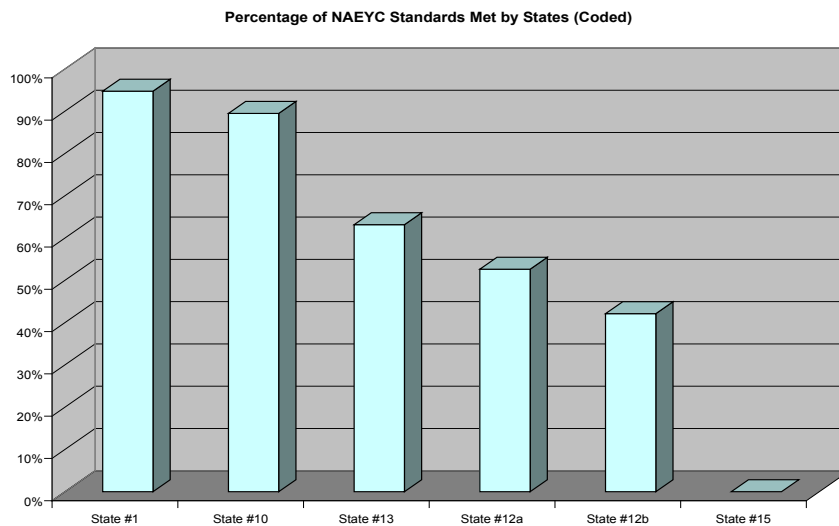


Figure 3. *Percent of CEC Standards Met by Each State (Arranged by Certification Model)*



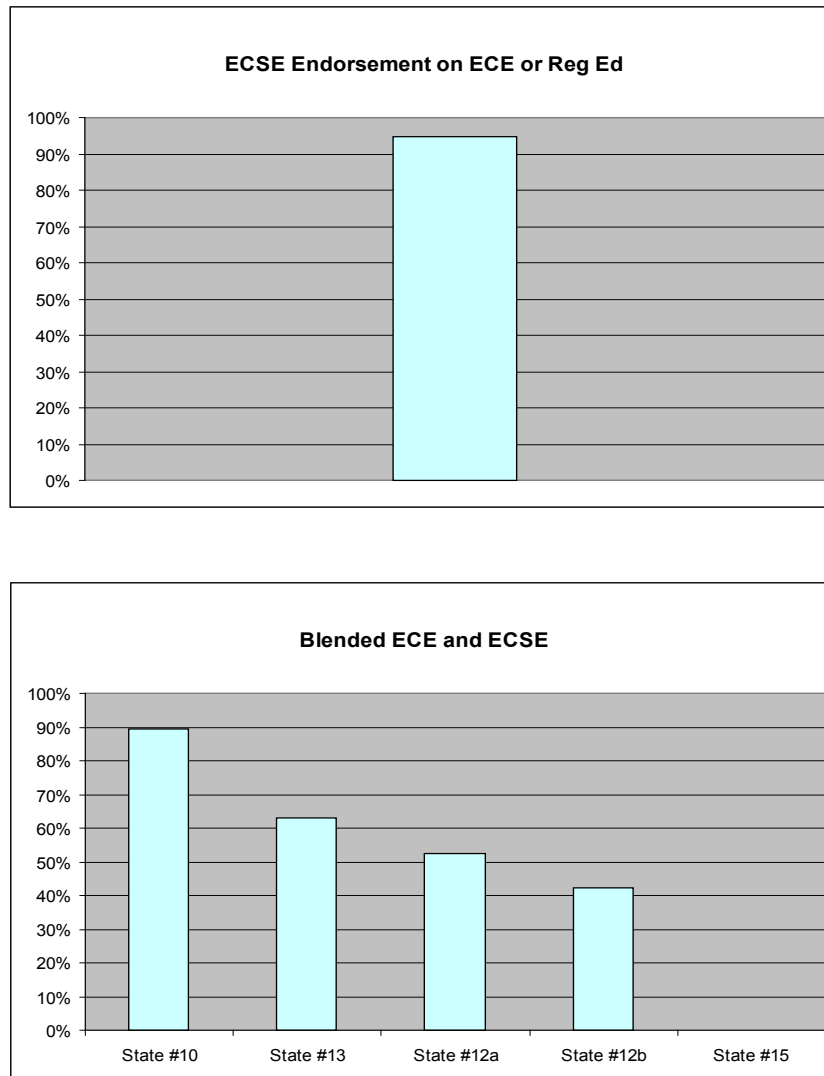
*Percent of NAEYC Standards Met by State's Certification Policies*

The state certification policies related to ECSE personnel were compared to the NAEYC standards as well as the CEC standards if the state uses two of the five models: Blended ECE and ECSE; or ECSE endorsement on ECE (see Figure 4). Six state policies (five states including one state with 2 separate models, resulting in 6 state policies) were compared with the NAEYC standards as well as the CEC standards. Four out of the 6 policies (66%) meet 53% or more of the NAEYC standards. Two (30%) of the policies meet 89% or more of the NAEYC standards.

Figure 4. *Percentage of NAEYC Standards Met by Each State*

*Percent of NAEYC Standards Met by States Representing Two Certification Models*

As noted above, the state policies for two certification models (Blended ECE and ECSE; ECSE endorsement on ECE) were compared to the NAEYC standards as well as the CEC standards. Figure 5 displays the percent item match with the NAEYC standards by certification model. One state uses the ECSE endorsement on ECE model. Four states (one with two separate certifications) use the Blended ECE and ECSE.

Figure 5. *Percentage of NAEYC Standards Met by Each State (Arranged by Certification Model)*

### Comparison of State Standards with National Standards – Implications

Several issues and implications emerge from these data. First, there is limited use of national standards (4 out of 18 states met 80% or better) as guidance for state certification requirements in ECSE. Second, there is a lack of specificity in wording in state certification language which leaves the requirements open to the interpretation of the reader. The investigators found this to be true of the CEC and NAEYC standards as well. There is inconsistency across states in wording and requirements specific to ECE and ECSE which has implications for interpretation of recommended practice and in the adoption of reciprocity practices across state lines. Fourth, the identification of and access to the necessary documents related to ECSE certification is time consuming and confusing, even on states' web sites. Locating the state's requirements may take

up to several days with needed verification from officials that the accurate documents have been located. This difficulty in determining what is required for an ECSE certificate has implications for prospective ECSE teacher recruits as well as the higher education programs preparing ECSE personnel. Finally, the inconsistency across states and standards has the potential for inconsistent application of national (e.g. CEC, DEC, NAEYC, NCATE) standards in IHE programs.

### **Think Tank Meeting**

A Think Tank meeting was convened in July 2007 in Washington, DC, with 15 individuals from 12 states who had participated in this study attending. Participants were provided the data report for the study prior to the one and one-half day meeting. Approximately one-third of the agenda was devoted to a review and clarification of the study results leading to identification of lessons learned from the study. During the remainder of the meeting, participants outlined challenges and recommendations to ensure a well qualified ECSE work force in accordance with the findings. Five key challenges were identified with recommendations generated for each. The identified challenges were as follows:

- There are multiple systems of personnel preparation and/or licensing and certification across the country in ECSE.
- There is a need to effectively involve key stakeholders with expertise in ECSE in certification development and implementation.
- There is a need to align preservice and ongoing professional development.
- There is a need to develop strategies to recruit and retain a diverse, qualified work force.
- There is a lack of data to determine what works in order for teacher preparation to ensure positive child outcomes and thus, to facilitate systems change.

Table 10 specifies the recommendations that were generated for each of the five challenges.

Table 10. *Ensuring a Well-Qualified Work Force – Challenges and Recommendations*

Challenge	Recommendations
Multiple systems of personnel preparation and/or licensing and certification.	<ol style="list-style-type: none"> <li>1. Develop a process for aligning multiple systems using “standardized” national standards.</li> <li>2. Develop state crosswalks for reciprocity across states.</li> <li>3. Develop framework for articulation across systems (e.g., 2 and 4 year IHEs, 4 year IHEs).</li> <li>4. Develop a process to review credentials for their relevance to the needs of the field acknowledging the need for flexibility in employment, including: career paths, information for candidates to decipher the “certification maze”, standards aligned with those of DEC and NAEYC</li> <li>5. Address the delay of response to certification changes by IHEs through incentives and supports to align preservice and inservice and to provide technical assistance and professional development for faculty in addressing the changes.</li> </ol>
Involve key stakeholders with expertise in ECSE in development and implementation of certification.	<ol style="list-style-type: none"> <li>1. Define what state policymakers should do, how this should be done, with whom, and by whom</li> <li>2. Define the expected outcomes and the non-negotiables regarding certification.</li> <li>3. Educate stakeholders about the certification process and define their role.</li> <li>4. Involve ECE/ECSE experts in defining standards and competencies.</li> </ol>
Align preservice and ongoing professional development.	<ol style="list-style-type: none"> <li>1. Develop partnerships between IHEs and state Departments of Education to align content and develop consistent teacher preparation.</li> <li>2. Develop a system for supporting and mentoring new teachers, including those in remote areas.</li> <li>3. Support the development and dissemination of evidence-based practices.</li> <li>4. Update the PRAXIS II exams or state certification exams to match the current knowledge in the field.</li> </ol>

Challenge	Recommendations
Recruitment and retention of a diverse, qualified workforce in ECSE.	<ol style="list-style-type: none"> <li>1. Design recruitment programs that offer incentives to attract the best candidates and support a diverse workforce, including those in remote areas.</li> <li>2. Begin recruitment programs at the high school level.</li> <li>3. Pool resources in the current infrastructure to recruit and retain teachers.</li> <li>4. Develop a system for supporting and mentoring new teachers.</li> </ol>
Lack of data to facilitate systems change.	<ol style="list-style-type: none"> <li>1. Design multifactor evaluation to analyze state and local workforce needs.</li> <li>2. Design an evaluation system linked to standards.</li> <li>3. Collect data specific to self-efficacy and needed supports from teachers on an ongoing basis (e.g., induction year and then, every __ (number of years to be determined) years).</li> <li>4. Develop a system for employers to provide feedback to IHEs.</li> <li>5. Determine the cost benefits of providing alternate paths to certification.</li> </ol>

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Hyson, Marilou (Ed) (2003). *Preparing early childhood professionals: NAEYC's standards for programs*. Washington, DC: National Association for the Education of Young Children.

**Center to Inform Personnel Preparation Policy & Practice in  
Early Intervention and Preschool Education  
Analysis of State Licensure/Certification Requirements  
for Early Childhood Special Educators**

**BACKGROUND INFORMATION**

Name of State/Territory Agency: \_\_\_\_\_

Date Web Search Completed: \_\_\_\_\_

Date of Table Verification: \_\_\_\_\_

Name of Person Verifying Information: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Daytime Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

Documents Obtained From Web Site (please note whether these documents are accurate, timely, and complete. Please note documents missing and how we would obtain them):

The websites and documents listed above, were reviewed to identify specific certification/licensure requirements in your state for individuals who work with children birth to five years with developmental delays or disabilities. Your assistance in reviewing the table for completeness and accuracy is requested. Please provide any missing information and correct any inaccurate information. If comments would help us understand any specific requirements, please provide them.

Certification/licensure Requirement	Description of Requirement	Comments
Name of license/certificate		
Basis of Content: Standards Competencies Other		
Type of Certification: ECSE Blended ECE & ECSE ECSE Endorsement		
Age Range		
Degree Level: Undergraduate Graduate		
Admission to Teacher Education Requirements: GPA (specify) Assessment Score (specify) Other		
Exit Exam: Name of Test Minimum Score		
Induction Year (specify)		
Alternative Routes to Certification (specify)		
Additional Info		



**Center to Inform Personnel Preparation Policy & Practice in  
Early Intervention and Preschool Education  
Analysis of State Licensure/Certification Requirements  
for Early Childhood Special Educators**

**ECSE STATE LICENSURE/CERTIFICATION REQUIREMENTS INTERVIEW**

Name of State/Territory: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

Name of Participant: \_\_\_\_\_

Title of Participant: \_\_\_\_\_

Name of Person Completing Interview: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Daytime Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

1. Based on the table of licensure/certification requirements that you reviewed, are there other requirements for licensure/certification for Early Childhood Special Educators (ECSE) in your state/territory not included in the table? Is the information in the table accurate?

2. Is there information in addition to that included in the licensure/certification table that you reviewed that would be helpful for us to know in understanding the requirements for licensure/certification for Early Childhood Special Educators (ECSE) in your state/territory?
  - 2a. What follow-up requirements must ECSE personnel complete to maintain their licensure/certification? In what areas?
  - 2b. Is there an alternative route to obtaining your state's licensure/certification such that individuals may obtain the license/certificate while teaching preschoolers with special needs?  
 Yes  No
  - 2c. If yes to b above, please describe the alternative route.
  
3. How many licenses/certificates were awarded between fall 2003 and spring 2006?  

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4. What was your rationale for developing an ECSE versus blended ECE/ECSE license/certificate? Blended ECE/ECSE versus ECSE license/certificate? ECSE endorsement (add-on) versus an ECSE or blended license/certificate? (Question will be based on the specific state's license/certificate.)

5. What factors influenced your states decision to develop/maintain the specific licensure/certification requirements that you are now using?

5a. The political climate in the state influence the requirements?

5b. Other existing licensure/certification requirements (e.g., elementary, including kindergarten)?

5c. The age range of the licensure/certification?

6. How was the content of your licensure/certification determined (e.g., review/use of national standards, review/use of standards from other states)?

7. What was the process (e.g., statewide workgroup, focus group input, externally facilitated meetings of stakeholders) for developing your licensure/certification?

8. What were the barriers (e.g., reaching consensus across stakeholder groups, political climate in the state) in developing your licensure/certification?

8a. In implementing your licensure/certification?

9. What were the facilitators/supports (e.g., political support for early childhood special education in the state, collaborative relationships across stakeholder groups) in developing your licensure/certification?

9a. In implementing your licensure/certification?

10. How many universities/colleges in your state have approved programs that lead to this licensure/certification? \_\_\_\_\_
11. What accountability/quality control systems does your state use to ensure that university/college programs adhere to the licensure/certification standards and other requirements? (e.g., state accreditation)?
12. We are planning a study with the universities/colleges in your state that have approved programs for this licensure/certification. Could you provide us with a list of those universities/colleges and the contact person and his/her contact information, or is there a website where we could obtain that information?
- \_\_\_\_\_ Yes \_\_\_\_\_ No
- Website URL: \_\_\_\_\_
- Name of contact person for university list: \_\_\_\_\_
- Phone #: \_\_\_\_\_
- Email: \_\_\_\_\_
13. Do the same licensing/certification standards and requirements apply to ECSE personnel serving as consultants to programs? Or do you have different or additional requirements for ECSE consultants? By consultant, we refer to a professional with specialized training in ECSE who consults with individuals who work with young children with special needs who do not have that specialized training.
- \_\_\_\_\_ Yes \_\_\_\_\_ No
14. Does your state have a "system" for providing on-going training and technical assistance (T/TA) to EC and ECSE personnel? By "system" we refer to an infrastructure that is funded, provides for individualized and on-going professional development (vs. periodic workshops), and is sustainable and accountable.

15. The University of Connecticut, as part of this center will follow-up with you to discuss Training and Technical Assistance in your state. Who would be the best person to contact for this follow up?

Name: \_\_\_\_\_

Phone #: \_\_\_\_\_

Email: \_\_\_\_\_

Please provide any additional information about your program that you think is important for us to know.

*Thank you for your time in completing this interview. The information you have shared will provide us with a greater understanding of ECSE licensure/certification requirements. We sincerely appreciate your thoughtful responses and your contribution to our research efforts. Your responses will be transcribed and e-mailed to you so that you can review them for accuracy.*

**If you have any questions/concerns please feel free to contact Dr. Barbara Smith at 303-556-3324; or [barbara.smith@cudenver.edu](mailto:barbara.smith@cudenver.edu) {if calling from UCDHSC}; or Dr. Vicki Stayton at 270-745-3450 or [vicki.stayton@wku.edu](mailto:vicki.stayton@wku.edu) {if calling from WKU}**

## NAEYC Standards for Initial Licensure: Chart for Policy Analysis

### CEC Knowledge and Skill Base for All Entry-Level Special Education Teachers of Students in Early Childhood: Chart for Policy Analysis

#### NAEYC's Standards for Initial Licensure

<b>Standard 1: Promoting Child Development and Learning state standards</b>		
1.a.	Knowing and understanding young children's characteristics and needs.	
1.b.	Knowing and understanding the multiple influences on development and learning.	
1.c.	Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.	
<b>Standard 2: Building Family and Community Relationship</b>		
2.a.	Knowing about and understanding family and community characteristics.	
2.b.	Supporting and empowering families and communities through respectful, reciprocal relationship.	
2.c.	Involving families and communities in their children's development and learning.	
<b>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</b>		
3.a.	Understanding the goals, benefits, and uses of assessment.	
3.b.	Knowing about and using observation, documentation and other appropriate assessment tools and approaches.	
3.c.	Understanding and practicing responsible assessment.	
3.d.	Knowing about assessment partnerships with families and other professionals.	
<b>Standard 4: Teaching and Learning</b>		
4.a.	Knowing, understanding, and using positive relationships and supportive interactions.	
4.b.	Knowing, understanding, and using effective approaches, strategies, and tools for early education.	
4.c.	Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.	
4.d.	Using own knowledge and other resources to design implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.	
<b>Standard 5: Becoming a Professional</b>		
5.a.	Identifying and involving oneself with the early childhood field.	
5.b.	Knowing about and upholding ethical standards and other professional guidelines.	
5.c.	Engaging in continuous, collaborative learning to inform practice.	

5.d.	Integrating knowledgeable, reflective, and critical perspectives on early education.	
5.e.	Engaging in informed advocacy for children and the profession.	

### CEC Knowledge and Skill Base for All Entry-Level Special Education Teachers of Students in Early Childhood

<i>CEC knowledge and Skill Standards</i>		<i>State Standards</i>
<b>Standard #1: Foundations</b>		
CC1K1	Models, theories, and philosophies that form the basis for special education practice.	
CC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.	
CC1K3	Relationship of special education to the organization and function of education agencies.	
CC1K4	Rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs.	
CC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.	
CC1K6	Issues, assurances and due process rights related to assessment, eligibility and placement within a continuum of services.	
CC1K7	Family systems and the role of families in the educational process.	
CC1K8	Historical points of view and contribution of culturally diverse groups.	
CC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them.	
CC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.	
EC1K1	Historical and philosophical foundations of services for young children both with and without exceptional learning needs.	
EC1K2	Trends and issues in early childhood education and early childhood special education.	
EC1K3	Law and policies that affect young children, families, and programs for young children.	
CC1S1	Articulate personal philosophy of special education.	
<b>Standard #2: Development and Characteristics of Learners</b>		
CC2K1	Typical and atypical human growth and development.	
CC2K2	Educational implications of characteristics of various exceptionalities.	
CC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.	
CC2K4	Family systems and the role of families in supporting development.	



CC2K5	Similarities and differences of individuals with and without exceptional learning needs.	
CC2K6	Similarities and differences among individuals with exceptional learning needs.	
CC2K7	Effects of various medications on individuals with exceptional learning needs.	
EC2K1	Theories of typical and atypical early childhood development.	
EC2K2	Effect of biological and environmental factors on pre-, peri-, and postnatal development.	
EC2K3	Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.	
EC2K4	Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.	
EC2K5	Impact of medical conditions on family concern, resources, and priorities.	
EC2K6	Childhood illnesses and communicable diseases.	
<b>Standard #3: Individual Learning Differences</b>		
CC3K1	Effects and exceptional condition(s) can have on an individual's life.	
CC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.	
CC3K3	Variations in beliefs, traditions and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family and schooling.	
CC3K4	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.	
CC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.	
EC3S1	Use interventions strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.	
<b>Standard #4: Instructional Strategies</b>		
CC4S1	Use strategies to facilitate integration into various settings.	
CC4S2	Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.	
CC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs	
CC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.	
CC4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.	
CC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs.	

EC4S1	Use instructional practices based on knowledge of the child, family, community, and the curriculum.	
EC4S2	Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.	
	Prepare young children for successful transitions.	
<b>Standard #5: Learning Environments and Social Interactions</b>		
CC5K1	Demands of learning environments.	
CC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.	
CC5K3	Effective management of teaching and learning.	
CC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.	
CC5K5	Social skills needed for educational and other environments.	
CC5K6	Strategies for crisis prevention and intervention.	
CC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.	
CC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.	
CC5K9	Ways specific cultures are negatively stereotyped	
CC5K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism.	
ECK5K1	Medical care considerations for premature, low-birth-weight, and other young children with medical and health conditions.	
CC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.	
CC5S2	Identify realistic expectations for personal and social behavior in various settings.	
CC5S3	Identify supports needed for integration into various program placements.	
CC5S4	Design learning environments that encourage active participation in individual and group activities.	
CC5S5	Modify the learning environments to manage behaviors.	
CC5S6	Use performance data and information from all stake holders to make or suggest modifications in learning environments.	
CC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs.	
CC5S8	Teach self advocacy.	
CC5S9	Create an environment that encourages self-advocacy and increased independence.	
CC5S10	Use effective and varied behavior management strategies.	

CC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.	
CC5S12	Design and manage daily routines.	
CC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.	
CC5S14	Mediate controversial intercultural issues among students with-in the learning environment in ways that enhance and culture, group, or person.	
CC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors.	
CC5S16	Use universal precautions.	
EC5S1	Implement nutrition plans and feeding strategies.	
EC5S2	Use health appraisal procedures and make referrals as needed.	
EC5S3	Design, implement, and evaluate environments to assure developmental and functional appropriateness.	
EC5S4	Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology including adaptive and assistive technology.	
EC5S5	Maximize young children's progress in group and home settings through organization of the physical, temporal and social environments.	
<b>Standard #6: Language</b>		
CC6K1	Effects of cultural and linguistic differences on growth and development,	
CC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.	
CC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.	
CC6K4	Augmentative and assistive communication strategies.	
CC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.	
CC6K2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.	
EC6S1	Support and facilitate family and child interactions as primary context for learning and development.	
<b>Standard #7: Instructional Planning</b>		
CC7K1	Theories and research that form the basis of curriculum development and instructional practice.	
CC7K2	Scope and sequences of general and special curricula.	
CC7K3	National, state or provincial, and local curricula standards.	
CC7K4	Technology for planning and managing the teaching and learning environment.	
CC7K5	Roles and responsibilities of the paraeducator related to instruction intervention and direct service.	

CC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.	
CC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.	
CC7S3	Involve the individual and family in setting instructional goals and monitoring progress.	
CC7S4	Use functional assessments to develop intervention plans.	
CC7S5	Use task analysis.	
CC7S6	Sequence, implement, and evaluate individualized learning objectives.	
CC7S7	Integrate affective, social, and life skills with academic curricula.	
CC7S8	Develop and select instructional content, resources, and strategies that respond to cultural linguistic, and gender differences.	
CC7S9	Incorporate and implement instructional and assistive technology into the educational program.	
CC7S10	Prepare lesson plans.	
CC7S11	Prepare and organize materials to implement daily lesson plans.	
CC7S12	Use instructional time effectively.	
CC7S13	Make responsive adjustments to instruction based on continual observations.	
CC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.	
EC7S1	Implement, monitor, and evaluate individualized family service plans and individualized education plans.	
EC7S2	Plan and implement developmentally and individually appropriate curriculum.	
EC7S3	Design intervention strategies incorporating information from multiple disciplines.	
EC7S4	Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.	
<b>Standard #8: Assessment</b>		
CC8K1	Basic terminology used in assessment.	
CC8K2	Legal provisions and ethical principles regarding assessment of individuals.	
CC8K3	Screening, prereferral, referral, and classification procedures.	
CC8K4	Use and limitations of assessment instruments.	
CC8K5	National, state or provincial, and local accommodations and modifications.	
CC8S1	Gather relevant background information.	
CC8S2	Administer nonbiased formal and informal assessments.	

CC8S3	Use technology to conduct assessments.	
CC8S4	Develop or modify individualized assessment strategies.	
CC8S5	Interpret information from formal and informal assessments.	
CC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.	
CC8S7	Report assessment results to all stakeholders using effective communication skills.	
CC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.	
CC8S9	Create and maintain records.	
EC8S1	Assess the development and learning of young children.	
EC8S2	Select, adapt, and use specialized formal and informal assessments for infants, young children, and their families.	
EC8S3	Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.	
EC8S4	Assist families in identifying their concerns, resources, and priorities.	
EC8S5	Participate and collaborate as a team member with other professionals in conducting family-centered assessments.	
EC8S6	Evaluate services with families.	
<b>Standard #9: Professional and Ethical Practice</b>		
CC9K1	Personal cultural biases and differences that effect one's teaching.	
CC9K2	Importance of the teacher serving as model for individuals with exceptional learning needs.	
CC9K3	Continuum of lifelong professional development.	
CC9K4	Methods to remain current regarding research-validated practice.	
EC9K1	Organizations and publications relevant to the field of early childhood special education.	
CC9S1	Practice within the CEC Code of Ethics and other standards of the profession.	
CC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.	
CC9S3	Act ethically in advocating for appropriate services.	
CC9S4	Conduct professional activities in compliance with applicable laws and policies.	
CC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.	
CC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.	
CC9S7	Practice within one's skill limit and obtain assistance as needed.	

CC9S8	Use verbal, nonverbal, and written language effectively.	
CC9S9	Conduct self-evaluation of instruction.	
CC9S10	Access information on exceptionalities.	
CC9S11	Reflect on one's practice to improve instruction and guide professional growth.	
CC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.	
EC9S1	Recognize signs of child abuse and neglect in young children and follow reporting procedures.	
EC9S2	Use family theories and principles to guide professional practice.	
EC9S3	Respect family choices and goals.	
EC9S4	Apply models of team process in early childhood.	
EC9S5	Advocate for enhanced professional status and working conditions for early childhood service providers.	
EC9S6	Participate in activities of professional organizations relevant to the field or early childhood special education.	
EC9S7	Apply research and effective practice critically in early childhood settings.	
EC9S8	Develop, implement, and evaluate a professional development plan relevant to one's work with young children.	
<b>Standard #10: Collaboration</b>		
CC10K1	Models and strategies of consultation and collaboration.	
CC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.	
CC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.	
CC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel and community members.	
EC10K1	Dynamics of team-building, problem-solving, and conflict resolution.	
CC10S1	Maintain confidential communication about individuals with exceptional learning needs.	
CC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs.	
CC10S3	Foster respectful and beneficial relationships between families and professionals.	
CC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.	
CC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.	
CC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various setting.	

CC10S7	Use group problem-solving skills to develop, implement, and evaluate collaborative activities.	
CC10S8	Model techniques and coach others in the use of instructional methods and accommodations.	
CC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.	
CC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.	
CC10S11	Observe, evaluate, and provide feedback to paraeducators.	
EC10S1	Assist the family in planning for transitions.	
EC10S2	Communicate effectively with families about curriculum and their child's progress.	
EC10S3	Apply models of team process in early childhood settings.	
EC10S4	Apply various models of consultation in early childhood settings.	
EC10S5	Establish and maintain positive collaborative relationships with families.	
EC10S6	Provide consultation and instruction specific to services for children and families.	