



Study V
Analysis of
State Certification
Requirements for
Early Childhood
Special Educators:
Policy Analysis

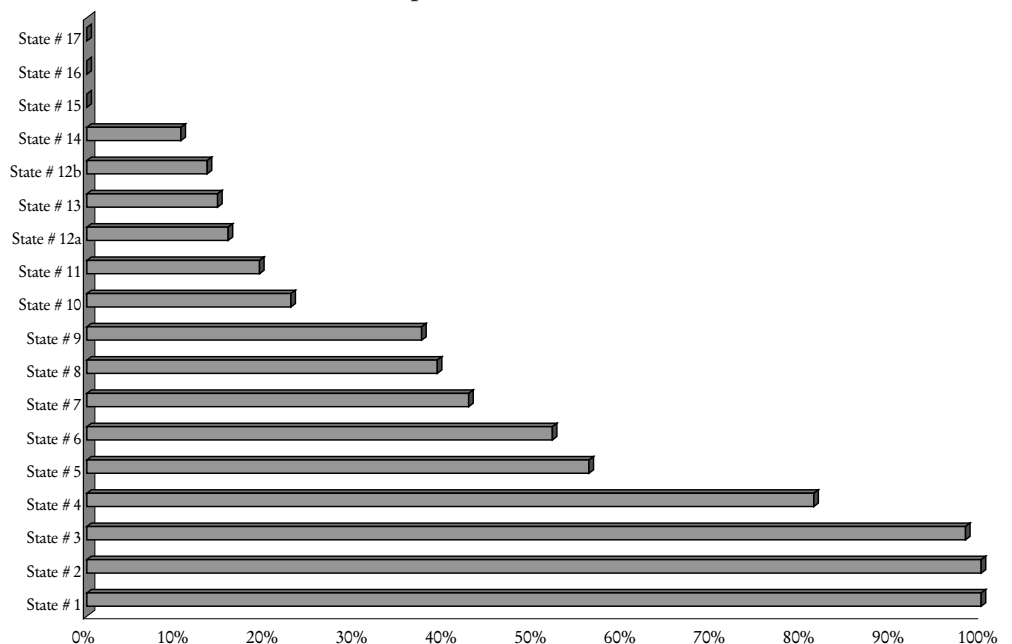
Web searches, telephone interviews and policy analyses were used to obtain information about state certification requirements for early childhood special educators who work with preschool children with developmental delays and disabilities. Certification was defined as the set of regulated requirements that lead to initial preparation in Early Childhood Special Education (ECSE). This "At a Glance" describes the policy analysis method and results.

Comparison of State Standards with National Standards

To determine the extent to which states' ECSE certification standards align with national ECSE standards, an item by item comparison was conducted of states' certification standards and/or competencies to those of national standards. The national standards used in the comparison were: 1) the CEC early childhood special education knowledge and skills as well as the CEC common core knowledge and skills for all special educators (CEC, 2003), and, 2) the NAEYC early childhood personnel standards, if relevant (Hyson, 2003). NAEYC standards were used for the states with ECE and ECSE blended certification and states that added ECSE endorsement on ECE certification. 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 regular education certification, 5) ECSE endorsement on special education certification. The sampling included one state's two certification models.

Percent of CEC ECSE and Common Core Standards Met by States' Policies

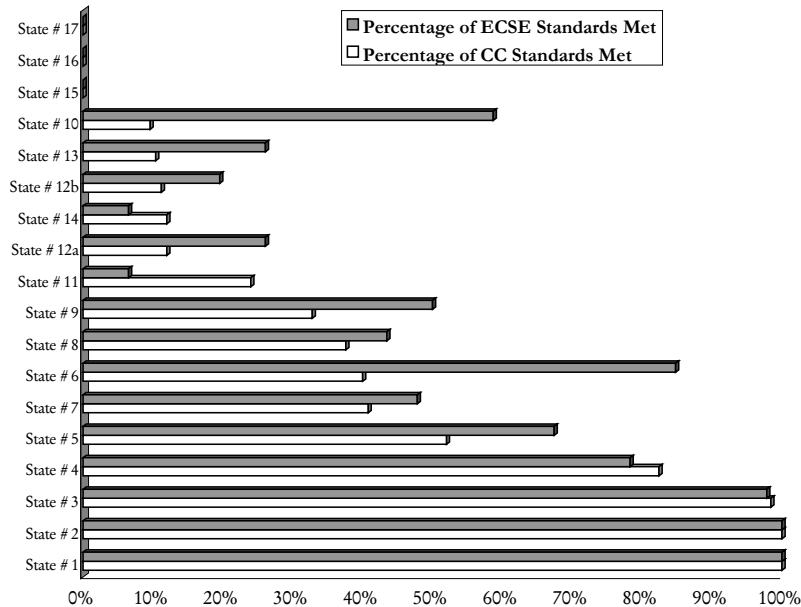
- Three (17%) of the states' policies meet or nearly meet 100% of the CEC combined standards for ECSE **and** common core. These state certification policies either align directly with the CEC combined standards or they stipulate in writing they adopt the CEC combined standards.
- Two (11%) of the states' polices meet 56% and 81% of the CEC combined standards.
- Thirteen (70%) of the states' policies meet 52% or less of the CEC standards.





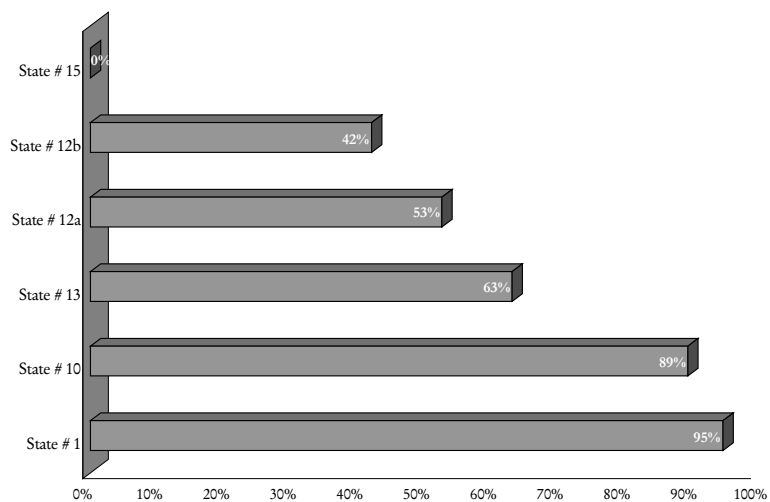
Percent of CEC Common Core vs. CEC Early Childhood Special Education Standards Met By States' Policies

- States' ECSE certification policies meet a higher percent of the CEC early childhood special education (ECSE) standards than the CEC common core (CC) standards.
- Eight of the state's policies meet or exceed 50% of the CEC ECSE standards, while 5 state policies meet or exceed 50% of the CEC common core standards.



Percent of NAEYC ECE Standards Met by Each State's Policies

- Of the states with ECE and ECSE blended certification or that added ECSE endorsement on ECE certification, four (66%) state policies met 53% or more of the NAEYC standards.



References

Council for Exceptional Children (CEC, 2003). *What every special educator must know: Ethics, standards, and guidelines for special educators*. Fifth edition. Arlington, VA: Council for Exceptional Children.

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

For a copy of the full report go to: www.uconnuccdd.org

Prepared by: A. J. Pappanikou Center for Excellence in Developmental Disabilities
 Education, Research, and Service
 University of Connecticut
 263 Farmington Avenue, MC6222
 Farmington, Connecticut 06030-6222

Tel: (860) 679-1500
 Toll-free: (866) 623-1315
 TTY: (860) 679-1502
 Fax: (860) 679-1571
uconnuccdd.org



The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education is funded through grant #84.325J from the Office of Special Education Programs, U. S. Department and Education.

Opinions expressed herein are those of the authors and do not necessarily represent the position of the U. S. Department of Education.

U.S. Office of Special Education Programs