



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

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. This "At a Glance" identifies definitions used for the study, certification requirements specific to university programs, required certification exams, and induction to the field policies.

Definition of Terms

- *Certification – the set of regulated requirements that lead to initial preparation in Early Childhood Special Education (ECSE).*
- *Endorsement – the set of regulated ECSE requirements that are in addition to the requirements for a specific certificate, such as Early Childhood Education (ECE), K-12 special education.*
- *Induction – a systemic process identified in state policy through which the development of beginning educators is supported in order to help them become competent professionals and to facilitate retention in the field.*

Certification Requirements Specific to University Programs

- In 35 (92%) of the 38 responding states, the certification and/or endorsement can be obtained at the baccalaureate level.
- Twenty-three (61%) of the responding states have specific admission requirements for university/college teacher education programs that lead to the required ECSE certification and/or endorsement.
- Seven (18%) of the states allow the university/college to determine the admission requirements.
- Eighteen (47%) of the states require the PRAXIS I exam as part of the admission requirements (see <http://www.ets.org> for required scores).
- Ten states (38%) require a state developed exam as part of the admission requirements.

Certification Exam Requirements

- After completing a university/college program, the majority of states (n=26, 69%) responding require a nationally validated or a state developed exam to qualify for the state's certification/endorsement.
- Seventeen of those states (65%) require one or more PRAXIS II exams (see <http://www.ets.org> for exams required and minimum scores).
- Ten states (38%) require a state developed exam.
- Seventeen different PRAXIS II exams are required by those states with the relevance to the certification varying across exams and states.



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At a Glance...

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- The 17 exams that are used by states are:

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.

Induction to the Field

- Twenty-five of the responding states (66%) require individuals to complete some type of induction to the field to become fully certified.
- Induction requirements are as follows:

Induction Requirements	n	%
Mentorship – One year	12	32
Mentorship – Two years	4	11
Mentorship – Three years	2	5
Mentorship – Years not specified	1	3
Mentorship – One Year, Courses, Seminars	1	3
Mentorship and PD Plan	1	3
Mentorship, PD Plan, Portfolio	1	3
Individualized with LEA and IHE	1	3
Pass state performance assessment	1	3
None specified	1	3

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

Prepared by: A. J. Papanikou 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
uconnuceed.org

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