NEFEC Prekindergarten Disabilities

Add-On Endorsement Program 2019-2025

A Cooperative Effort to Provide Professional Learning Options to Participating Districts Offering Prekindergarten Programs:

Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf and the Blind, Gilchrist, Hamilton, Hernando, Lafayette, Levy, Madison Monroe, Putnam, Suwannee, and Union

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Prekindergarten Disabilities

Add-On Endorsement Program

Program Rationale and Purpose

The Prekindergarten Disabilities Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with prekindergarten students with disabilities. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues related to students with disabilities. It is designed to foster an understanding of policies and guidelines to ensure implementation of appropriate curriculum, differentiation, strategies, educational intervention, and support for this diverse population.

The North East Florida Educational Consortium (NEFEC) is comprised of small and rural school districts in the northeastern part of the state. The purpose of the Prekindergarten Disabilities Endorsement Program is to provide the NEFEC school districts with an alternative training program to reduce the number of out-of-field teachers in the area of prekindergarten students with disabilities education and to develop a pool of qualified and fully endorsed teachers with this specialized focus. The option of completing the NEFEC district's Prekindergarten Disabilities Endorsement Plan is available for teachers in lieu of taking college courses to earn the Prekindergarten Disabilities Endorsement.

Specialization requirements for the Prekindergarten Disabilities Endorsement are required for certified teachers who instruct either course number 7650030 (Prekindergarten Disabilities: Age 0-2) or 7650130 (Prekindergarten Disabilities: Age 3-5) as listed in the Florida Course Code Directory. Exceptions to this requirement are for teachers who:

- Have certification in preschool education (birth through age 4 years) **or**
- Have certification in prekindergarten/primary education (age 3 years through grade three) **or**
- Can document at least two full years of teaching experience (including satisfactory teacher evaluations) with prekindergarten children with disabilities between July 1, 2006, and June 30, 2011

Additional information about exceptions can be found at the FLDOE Bureau of Exceptional Education and Student Services Prekindergarten Disabilities Endorsement Q & A found at http://www.florida-ese.org/asdendorsement/_files/PREK%20Endorsement%20Q&A_6_13.pdf

The district add-on endorsement is designed for teachers who currently hold certification in primary education, elementary education (K-6), early childhood education, or any exceptional student education Florida educator certificate.

Although there are few prekindergarten teachers in the NEFEC districts who are currently designated out-of-field and are projected to be out-of-field, there is still a need to continue

offering the Prekindergarten Disabilities Endorsement. NEFEC's Prekindergarten Disabilities Endorsement is one of the few offered in the state of Florida.

DISTRICT	# of PreK teachers out of field	Projected # of PreK teachers who will need endorsement through 2025	# of PreK SWD enrolled in SY 2018-2019	Projected # of PreK SWD to be enrolled in SY 2024-25
Baker	0	0	43	60
Bradford	0	1	0	4
Columbia	7	7	1	1
Dixie	1	1	79	95
Flagler	0	0	29	37
FSDB	1	1	18	17
FSU-Lab*	N/A	N/A	N/A	N/A
Gilchrist	3	3	55	65
Hamilton	0	1	18	22
Hernando	0	2	123	150
Lafayette	0	0	12	12
Levy	0	1	67	85
Madison**				
Monroe	3	0	133	175
P. K. Yonge*	N/A	N/A	N/A	N/A
Putnam	2	2	144	150
Suwannee	1	2	73	81
Union	0	0	10	12

*Prekindergarten Program is not offered **Information not available

Program Content/Curriculum

The curriculum for the Prekindergarten Disabilities Endorsement Program includes modules developed by the Exceptional Student Education Personnel Development Support Project, Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services, in conjunction with the Lee County School District. It addresses the FDOE Prekindergarten Disabilities Endorsement Competencies under the Individuals with Disabilities Education Act, Part B. Participants must demonstrate that they have acquired all the competencies (listed below) as identified by the FDOE.

A. FDOE Prekindergarten Disabilities Endorsement Competencies

HUMAN GROWTH AND DEVELOPMENT	
1.1	Define, discuss, and apply major theories of human growth and development.
1.2	Distinguish between differences related to cultural practices and educational delays as these relate to teaching children with disabilities.

1.3	Describe characteristics of each area listed below how these are exhibited in prekindergarten children and how they affect learning: developmentally delayed, established conditions, intellectual disabilities, emotional/behavioral disorders, specific learning disabilities, hearing impaired, vision impaired, speech/language impaired, physically impaired, health impaired, ASD.
1.4	Demonstrate knowledge of the nature and sequences of child development (birth through age eight) in each of the major domains (motor development (fine and gross, cognitive development, social development, communication development, language development, self-help skills).
1.5	Demonstrate knowledge of atypical development in relationship to typical development in the major domains (motor development (fine and gross, cognitive development, social development, communication development, language development, self-help skills).
1.6	Demonstrate knowledge of relevant medical information and how it may affect learning.
FAMILY AND COMMUNITY	
2.1	Use school, community, state, and federal resources to provide experiences leading to achievement of goals and objectives stated on each child's IEP.
2.2	Describe a continuum of educational settings from least to most restrictive environments and a variety of ancillary education, health, and social services.
2.3	Identify resources and referral agencies available to aid young children with disabilities and their families.
2.4	Recognize, understand, and accept differences in values across cultures and their educational significance.
2.5	Understand and apply basic systems theory to child, family, and community.
2.6	Develop appropriate strategies for education and involving parents in the education of their children.
2.7	Assist parents in becoming effective advocates for their children.
2.8	Describe stages of the grieving process experienced by parents of children with disabilities and communicate effectively with parents at each stage.
2.9	Identify physical and behavioral signs of child abuse and appropriately refer children consistent with legal and ethical requirements.
2.10	Use knowledge of local and state legal systems to assist young children with disabilities and their families.
2.11	Use appropriate procedures for preparing child, family, and other agencies for transition of young children with disabilities (Part C to Part B, PreK to K, Private to public, more to less restrictive environments).
ASSESSMENT	
3.1	Select and administer appropriate formal and informal assessments and use assessment information for developing and evaluating individual education plans.

3.2	Select and administer appropriate formal and informal assessments and use assessment information for developing and evaluating individual education plans.
3.3	Demonstrate an understanding of testing terminology (e.g., basal, ceiling, mean, reliability, validity, etc.).
3.4	Demonstrate an understanding of the diagnostic process, including specific steps prescribed in the district's Special Programs and Procedures (in-service).
3.5	Appropriately discuss educational assessment data with parents, school personnel, and community agencies.
3.6	Use data from home, school, and community to develop goals and objectives to assist the child in functioning successfully in these environments.
3.7	Write reports which summarize the results of formal, informal, and observational assessment and include recommendations for individual instructional goals and objectives in the major domains (motor, cognitive, social, communication, language, self-help, physical, adaptation).
3.8	Discuss uses and abuses of assessment instruments in the evaluation of infants and young children.
3.9	Demonstrate understanding of first and second language acquisition and the impact on the assessment process.
3.10	Evaluate the extent to which objectives are met following instruction.
CURRICULA, MATERIALS, INSTRUCTIONAL TECHNIQUES	
4.1	Identify and implement appropriate models, methods, approaches, and techniques for teaching prekindergarten children with disabilities in the major domains (motor, cognitive, social, communication, language, self-help, physical, adaptation).
4.2	Make use of specialized procedures and areas such as music, arts, crafts, creative dynamics, movement, adaptive devices, and assistive technology, to enhance the development of prekindergarten children with disabilities.
4.3	Participate in the development and implementation of an Individualized Educational Plan (IEP) appropriate to the cognitive, affective, and physical needs of the child.
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4.4	Apply task analysis to both instructional activities and curriculum materials.
4.5	Develop, adapt, and evaluate criteria and materials to meet individual child needs.
4.6	Provide instruction which enhances the affective growth and development of the child, including communication skills, interpersonal skills, and methods of dealing with conflict and frustration.
4.7	Identify and locate resources (personnel and materials) needed for instruction.
4.8	Recognize social forces which may impact the curricula and make necessary adjustments.
4.9	Apply theories of play in educational practice.
4.10	Apply the basic principles of learning approaches.

4.11	Prescribe and implement systematic individual instructional program based on the unique learning needs of the child.
4.12	Implement effective procedures for integrating preschool children with disabilities with their typically developing peers.
LEARNING ENVIRONMENT	
5.1	Establish effective learning environments based on individual child needs in consideration of the factors such as developmental levels and disabling conditions.
5.2	Design and manipulate aspects of a learning environment and learning routine in order to promote positive child adjustment and adherence to behavior standards.
5.3	Arrange the physical environment to facilitate different types of learning and disabling conditions.
5.4	Arrange schedules to use time and facilitate the child's active participation in learning.
5.5	Demonstrate effective behavior management techniques.
5.6	Establish effective classroom routines and procedures.
5.7	Demonstrate effective communication skills appropriate to the ages, ability levels, and disabling conditions of the students.
5.8	Develop and use effective teacher intervention techniques to minimize disruptive behavior and promote social skills.
MULTIDISCIPLINARY PROCESS	
6.1	Demonstrate an understanding of, and participation in the multidisciplinary approach to early intervention.
6.2	Understand the areas of expertise and communicate effectively with each member of the multidisciplinary team (e.g., ST, OT, PT, nutritionist, psychologist, social worker, other educators and medical personnel).
6.3	Understand the assessment report and recommendations provided by members of multidisciplinary teams and incorporate such data into intervention programs.
CONSULTATION AND COMMUNICATION	
7.1	Provide effective consultation to others involved in educational programming for exceptional children (e.g., parents, other professionals, agencies).
7.2	Interact and communicate with other teachers and specialist providing services to an individual student.
7.3	Communicate assessment results, instructional program, goals, and objectives for prekindergarten children with disabilities to parents, school personnel, community agencies, and other appropriate persons within the legal and ethical guidelines for confidentiality.
7.4	Identifies behaviors associated with teacher, parent, and child stress and demonstrates appropriate stress reduction or coping strategies.
7.5	Implement procedures such as physical adaptations, positioning, feeding, and oral stimulations prescribed by qualified specialists.

B. Specialization/Professional Studies

Specialization requirements for the Prekindergarten Disabilities Endorsement follow and are listed at Rule 6A-4.01792:

1. A bachelor's or higher degree with certification in any exceptional student education area, preschool education, primary education, prekindergarten/primary education, elementary education (K-6), or early childhood education, and

2. Twelve (12) semester hours in prekindergarten disabilities education to include the areas specified below:

   a. Six (6) semester hours in the development and implementation of individualized educational programs for the prekindergarten child with disabilities to include formal and informal evaluation techniques; developmentally appropriate curriculum, methods, and intervention strategies; teaming approaches to facilitate inclusion in appropriate learning environments; and multidisciplinary approaches and techniques for serving the child and the family;

   b. Three (3) semester hours in child development to include theories of the atypical child, the stages and sequences of development, and the impact of disabilities and biomedical risk factors on learning; and

   c. Three (3) semester hours in family collaboration and support to include family systems theory and interaction; community resources; service coordination; and transition.

Competencies specific to the specialized field of Prekindergarten Disabilities as referenced on the website http://www.florida-ese.org/prekdisabilities/ were used as a framework for the curriculum courses and materials designed for inclusion in the Prekindergarten Disabilities Endorsement Program.

Florida requires that all curricula taught in the public schools in this state are aligned to the Florida Standards http://www.flstandards.org/. The standards include access points for students with cognitive disabilities; these access points are useful for prekindergarten students with disabilities.

The two systems cited below were used to guide the development of all professional studies designed for and implemented with educators. All standards in these two systems must be checked for alignment before courses are approved for inclusion in the Prekindergarten Disabilities Endorsement Program and subsequently in the NEFEC Professional Learning Catalog.

- *learningforward*, the professional learning association, Standards for Professional Learning http://learningforward.org/standards-for-professional-learning
- Florida's Professional Development System Evaluation Protocol Standards http://www.teachinflorida.com/LinkClick.aspx?fileticket=mvY2iafRNlc%3D&tabid=66

Instructional Design and Delivery

There are three modules in the Prekindergarten Disabilities Endorsement which cover development, assessment, and curriculum for young children. These modules may be used in lieu of taking college credit. In order to satisfy specialization requirements in Rule 6A-4.01792, Florida Administrative Code, participants must complete all three modules, as college credit nor teaching experience can be substituted for any of the three modules. This is not intended to be a self-paced online course. The modules were designed to be offered through a facilitated model and may be accessed completely by district staff only.

There are three modules: 1. Typical and Atypical Development; 2. Assessment and Evaluation; and 3. Curriculum. Each module includes sessions that contain agendas, PowerPoint presentations, trainer notes, materials, and resources. These modules were designed to be offered through a face-to-face facilitated model.

A. Instructional Strands

Typical and Atypical Development	Assessment and Evaluation	Curriculum
• Studying Childhood Development: An Overview and Theories • Studying Childhood Development: Understanding Typical vs. Atypical Development • Nature and Sequence of Development Birth-2 years: Newborns, Infant Physical and Motor Development • Nature and Sequence of Development Birth-2 years: Infant Cognitive, Communication, and Social Development • Nature and Sequence of Development: Preschool (3-5 years) Physical and Motor Development and Cognitive Development • Nature and Sequence of Development: Preschool	• Background Assessment Information • Challenges, Indicators of Effectiveness, Terminology • Informal Assessment, Terminology, Identification for Referral: Screening • Diagnosis and Determination of Disability, Cognitive Assessment • Diagnosis and Determination of Disability, Communication Assessment, Motor Assessment • Diagnosis and Determination of Disability, Adaptive Behavior, Social and Emotional Development • Determination of Eligibility, BDI-2	• Introduction and Background Information • Individualized Family Services Plan (IFSP) and Individual Educational Plan (IEP) • Educational Environment • Universal Curriculum Design and Building Blocks for Children with Special Needs • Understanding Inclusion • Implementing Inclusion • Promoting Cognitive Skills - Part I • Promoting Cognitive Development - Part II • Promoting Communication Skills • Promoting Early Literacy Skills in Children with Disabilities

(3-5 years) Speech-Language and Social-Emotional Development • Nature and Sequence of Development: In the Primary Years (ages 6-8) • Exceptional Education Programs: Characteristics of Students with Disabilities • Understanding Families and Systems Theory • Working with Culturally Diverse Families	• Sharing Assessment Results with Families, Program Planning • Special Considerations, Sharing of Assessment Results, and Putting It All Together • Case Study, Program Monitoring, Program Accountability	• Second Language Learners and Promoting Play in Children with Disabilities • Promoting Social-Emotional Competence

B. Training Components (see pages 10-27)

MODULE 1: TYPICAL AND ATYPICAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: **2-100-009**

Maximum Inservice Points: **60**

GENERAL OBJECTIVE:

The primary focus of this module is to provide educators with information about child development to guide instruction. Understanding the key areas of development and the diverse behaviors and characteristics associated with the developmental levels can guide teachers in problem-solving to use data in determining which interventions result in increased achievement.

SPECIFIC OBJECTIVES:

Upon completion of professional learning objectives delivered in accordance with the learning (delivery) methods, participants will be able to:

1. Define development and identify the importance of studying childhood development.
2. Demonstrate understanding of the relationship between developmentally appropriate practices and developmental theories.
3. Identify rationale for studying child development from a multicultural perspective.
4. Identify the predominant theories and related theorists of child development and understand how theories help educators.
5. Define, discuss, and apply the six major theories of development.
6. Define key terminology related to typical and atypical development.
7. Identify key factors relating to influences on childhood development, including cultural influences, risk, resilience, vulnerability, and protective factors.
8. Describe origins of disability and developmental delay during early childhood.
9. Identify and understand adverse factors of the pre-, peri-, and post-natal periods of development
10. Describe the physical characteristics of the newborns.
11. Understand the characteristics and functions of psychological states of the newborn.
12. Describe newborn reflexes and their implications for development, interaction, and health care.
13. Identify indicators and primary causes of atypical infant development.
14. Identify the major physical characteristics of infants.
15. Identify and sequence the acquisition of motor skills in infants.
16. Name and summarize Piaget's six stages of infant cognitive development.
17. Identify and define Piaget's domains of sensorimotor development.
18. Identify sources of variations in infant cognitive development.
19. Recognize indicators of atypical cognitive development.
20. Identify and sequence speech-language milestones.

21. Recognize indicators of atypical speech-language development.
22. Define attachment and understand how it forms as well as its impact on development.
23. Identify the major temperaments identified in infancy.
24. Describe physical characteristics of preschool children.
25. Identify and sequence motor (gross and fine) abilities.
26. Describe the stages of development in drawing skills.
27. Identify the indicators of atypical fine and gross motor development.
28. Understand the challenging conditions that affect motor development.
29. Identify the key characteristics of various theoretical perspectives of preschool cognitive skills.
30. Recognize characteristics and indicators of atypical cognitive development in preschoolers.
31. Identify and define the components of communication.
32. Identify and sequence the major speech-language milestones for preschool children.
33. Identify the impact of bilingualism on the development of components of language.
34. Recognize characteristics of atypical communication development.
35. Describe the connection between symbolic thought and play development in preschool children.
36. Define sociodramatic play and identify its main elements.
37. Identify and sequence the social-emotional milestones of preschoolers.
38. Define and identify the functions of initiative.
39. Understand social competence and identify the positive and negative influences.
40. Recognize the physical growth and motor development patterns of primary aged children.
41. Identify effects of poverty and challenging conditions on physical and motor development.
42. Identify the critical components of the cognitive theories and there impacts on development.
43. Recognize and describe the characteristics of atypical cognitive development.
44. Identify the major characteristics of speech and language development during the primary years.
45. Identify characteristics of atypical speech and language in primary aged children.
46. Identify the primary social-emotional changes during this period.
47. Recognize characteristics of atypical social-emotional development during the primary years.
48. Define special education.
49. Recognize the definitions and key characteristics of the following disabilities: developmental delay, intellectual disability, specific learning disabilities, speech and

language impairment, emotionally/behaviourally disordered, physically impaired, hearing impaired, visually impaired, autism spectrum disorder.
50. Recognize the role of family on a child's development.
51. Identify the impacts of having a child with special needs on a family.
52. Recognize and understand differences in values across cultures and how they impact educational experiences.
53. Demonstrate the ability to identify community resources and encourage advocacy to help families meet the needs of their child with a disability and their family.
54. Identify critical areas that affect the formation of effective relationships between families and early childhood professionals.
55. Identify ways in which various cultures view and accept disabilities.
56. Define cultural reciprocity and identify the steps in the cultural reciprocity process.
57. Identify challenges, as well as cultural characteristics, that may impede parental involvement.
58. Identify strategies to increase parental involvement in the school and/or classroom.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete professional learning activities listed above and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader.
Learning (Delivery) Methods: A (Knowledge Acquisition)**, D** (Learning Community/Lesson Study Group)**, I** (Job Embedded)**, J** (Deliberate Practice)**, K** (Problem Solving Process)
Implementation Methods: M (Structured Coaching/Mentoring)**, N** (Independent Learning/Action Research)**, O** (Collaborative Planning)**, P** (Participant Product)**, Q** (Lesson Study)**, T** (Evaluation of Practice Indicators)

EVALUATION METHODS

Staff: A (Changes in Practice)**, B** (Changes in Instructional Leadership)**, C** (Changes in Student Services Practices)**, D** (Other Changes in Practices)**, E** (Fidelity of Implementation)**, F** (Changes in Observed Educator Proficiency)
Student: A (Results of State or District-Developed Student Growth Measure)**, B** (Results of School/Teacher-Constructed Student Growth Measure)**, C** (Portfolios of Student Work)**, D** (Observation of Student Performance)
FEAP: A1 (Instructional Design and Lesson Planning)**, A2** (Learning Environment)**, A3** (Instructional Delivery)**, B1** (Continuous Professional Improvement)

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MODULE 2: ASSESSMENT AND EVALUATION

COMPONENT IDENTIFIER NUMBER: **4-102-005**

Maximum Inservice Points: **60**

GENERAL OBJECTIVE:

The primary focus of this module is to provide educators with information about assessments and evaluation to guide decision-making for the instruction of prekindergarten students. The module includes assessments for cognitive skills, communication, and motor skills, diagnosis, determination of disability, identification for referral, and sharing assessment results.

SPECIFIC OBJECTIVES:

Upon completion of professional learning objectives delivered in accordance with the learning (delivery) methods, participants will be able to

1. Define assessment.
2. Discuss the significance of the assessment and diagnostic process.
3. Discuss assessment as a continuum of activities.
4. List legal reasons for assessment.
5. Discuss the types and purposes of assessment.
6. Articulate NAEYC key recommendations for assessment.
7. Articulate DEC best practice guidelines and central dimensions.
8. Discuss the balance that must exist between valid and efficient assessment.
9. List and discuss challenges, uses, and abuses of assessment instruments inherent in the evaluation of infants and young children.
10. List and discuss indicators of effective assessment.
11. Understand and identify key terminology related to formal assessment procedures.
12. Understand and utilize the bell curve to interpret assessment results.
13. Understand and identify key terminology related to criterion-referenced measures.
14. Understand and identify key terminology related to informal assessment measures.
15. Discuss legal reasons for screening activities.
16. Define screening activities, including the purpose.
17. Understand and be able to discuss informal screening activities.
18. List the activities involved in a complete screening.
19. Describe an effective screening instrument.
20. Become familiar with a variety of different screening instruments.
21. Discuss assessment for diagnosis/determination of eligibility.
22. List Part B and Part C information related to the assessment of young children.
23. List Part B educational programs for disabled students.
24. Discuss the challenges of diagnosing young children for the purposes of eligibility.
25. Discuss a number of assumptions that are inherent to the diagnostic process.

26. Define cognition.
27. Discuss the need for cognitive assessment.
28. Discuss formal, criterion referenced, and informal cognitive assessment procedures.
29. Become familiar with formal, criterion referenced, and informal cognitive assessment instruments.
30. Discuss the implications of cognitive assessment.
31. Define Developmental Delay according to the Florida District's SP&P.
32. Define communication and communication disorders.
33. State why we assess communication skills.
34. Become familiar with formal and informal procedures for assessing communication skills.
35. Describe the implications of deficits in communication skills.
36. Discuss diagnosis and determination of disabilities in the area of communication.
37. Define fine and gross motor.
38. State why we assess motor skills.
39. Describe the implications of deficits in motor development.
40. Discuss diagnosis and determination of disabilities.
41. Define adaptive behavior and adaptive behavior disorders.
42. Share why we assess adaptive behavior.
43. Become familiar with formal and informal procedures for assessing adaptive behavior.
44. Describe the implications of deficits in adaptive behavior.
45. Discuss diagnosis and determination of disabilities in the area of adaptive behavior.
46. Define social competence.
47. Share why we assess social competence.
48. Describe the implications of deficits in social/emotional skills.
49. Discuss diagnosis and determination of disabilities in the area of social/emotional skills.
50. Be familiar with strategies that facilitate collaboration with families and caregivers.
51. Be familiar with special considerations for assessment of certain populations of children.
52. Use data from the BDI-2 and appropriate formal and informal assessments for assessing achievement, report writing, sharing results, and developing an IEP.
53. Become familiar with the purposes of the BDI-2.
54. Administer the BDI-2.
55. Score and interpret the BDI -2.
56. Use a template to write an assessment report.
57. Become familiar with strategies for sharing assessment results with families;
58. Be knowledgeable about using data from home, school, and community to develop goals and objectives.
59. Be knowledgeable about program planning and IEP development;

60. Identify required components of an IEP;
61. Write an IEP including all required components.
62. Be familiar with special considerations for assessment of certain populations of children;
63. Use information from the BDI-2 and other formal and informal assessment measures for: interpretation, report writing; sharing results; and developing an IEP.
64. Demonstrate an understanding of the diagnostic process, including specific steps prescribed in the district's SP & P.
65. Know the steps in implementing the IEP.
66. Define the purposes of program monitoring activities;
67. Discuss appropriate modifications based on program monitoring activities;
68. Define the purposes of program accountability activities;
69. Be knowledgeable about the Florida Part B State Performance Plan for program accountability.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete professional learning activities listed above and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader.
Learning (Delivery) Methods: A (Knowledge Acquisition)**, D** (Learning Community/Lesson Study Group)**, I** (Job Embedded)**, J** (Deliberate Practice)**, K** (Problem Solving Process)
Implementation Methods: M (Structured Coaching/Mentoring)**, N** (Independent Learning/Action Research)**, O** (Collaborative Planning)**, P** (Participant Product)**, T** (Evaluation of Practice Indicators)

EVALUATION METHODS

Staff: A (Changes in Instructional Practices)**, B** (Changes in Instructional Leadership)**, C** (Changes in Student Services)**, D** (Other Changes in Practice)**, E** (Fidelity of Implementation)**, F** (Changes in Observed Educator Proficiency)
Student: A (Results of State or District Student Growth Measure)**, B** (Results of School or Teacher Student Growth Measure)**, C** (Portfolios of Student Work)**, D** (Observation of Student Performance)**, G** (Did not evaluate student outcomes as staff evaluation is more relevant)
FEAP: A1 (Instructional Design and Lesson Planning)**, A2** (Learning Environment)**, A3** (Instructional Delivery)**, B1** (Continuous Professional Improvement)

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MODULE 3: CURRICULUM

COMPONENT IDENTIFIER NUMBER: **2-105-001**

Maximum Inservice Points: **120**

GENERAL OBJECTIVE:

The primary focus of this module is to provide educators with information about the foundation of early childhood education and to understand the importance of program quality to ensure instruction appropriate to the needs of prekindergarten students with disabilities.

SPECIFIC OBJECTIVES:

Upon completion of professional learning objectives delivered in accordance with the learning (delivery) methods, participants will be able to:

1. Describe the history of early childhood education.
2. Understand the impact that IDEA, Part C and Part B, have on the education of young children with disabilities.
3. Describe changes in service delivery models, Including the transition from Part C to Part B
4. Define "Family centered Services."
5. Describe service delivery options, LRE, and the continuum of services in Florida.
6. Demonstrate an understanding of, and strategies for participating and communicating effectively, as part of a teaming approach to assessment and intervention.
7. Understand, describe, and utilize an IFSP.
8. Understand, describe, and utilize an IEP.
9. Demonstrate ability to read and use IEPs appropriately for students in preschool with disabilities.
10. Demonstrate ability to write appropriate IEPs for students in preschool with disabilities.
11. Understand and explain the importance of creating an appropriate educational environment.
12. Understand the importance of program quality in early childhood.
13. Demonstrate an understanding of setting the physical environment in preschool.
14. Demonstrate an understanding of the importance of safety and cleanliness in the pre-k classroom.
15. Demonstrate the ability to create an appropriate schedule in the pre-k classroom.
16. Demonstrate an understanding of appropriate child/child and adult/child interactions in pre-k.
17. Understand the importance of involving families in the pre-k classroom.
18. Demonstrate an understanding of the importance of developmentally appropriate curriculum in pre-k.
19. Demonstrate an understanding of the components of a universally designed curriculum

20. Demonstrate understanding of making accommodations, embedding learning objectives and using direct instruction.
21. Demonstrate an understanding of why we include children with special needs.
22. Understand how to include children with special needs.
23. Describe accommodations.
24. Describe modifications/adaptations.
25. Demonstrate understanding of the components necessary to successfully include young children with special needs.
26. Demonstrate the ability to choose appropriate curriculum accommodations, modifications, and adaptations when including young children with special needs
27. Demonstrate knowledge of developmental norms in the cognitive domain.
28. Demonstrate knowledge of the identification of intellectual disabilities.
29. Demonstrate knowledge of goals and benchmarks for young children in the cognitive domain.
30. Demonstrate knowledge of working with young children with intellectual disabilities
31. Demonstrate knowledge of successful strategies used when teaching young children with intellectual disabilities.
32. Demonstrate knowledge of specific accommodations and modifications used when teaching young children with intellectual disabilities.
33. Demonstrate knowledge of teaching young children with intellectual disabilities in an inclusive classroom.
34. Demonstrate knowledge of developmental norms in and identify communication delays and disabilities in young children.
35. Develop goals and benchmarks for young children with communication delays and disabilities.
36. Demonstrate knowledge of strategies to use when working with young children with communication delays and/or disabilities.
37. Demonstrate knowledge of including young children with communication delays and/or disabilities in a classroom with typically developing peers.
38. Demonstrate knowledge of benefits of integrating speech-language therapy into the classroom.
39. Demonstrate knowledge of early literacy.
40. Identify challenges faced by our society regarding early literacy.
41. Demonstrate knowledge of the skills and abilities that support literacy.
42. Demonstrate knowledge of challenges to early literacy outcomes for children with disabilities.
43. Demonstrate knowledge of resources to support early literacy for children with disabilities.

44. Demonstrate comprehensive knowledge of sessions 1-10.
45. Explain how language acquisition impacts learning.
46. Demonstrate knowledge regarding the identification of young second language learners with special needs.
47. Demonstrate knowledge of strategies utilized to enable second language learners with special needs to succeed.
48. Explain accommodations and modifications to use with second language learners with special needs.
49. Demonstrate knowledge of including second language learners with special needs.
50. Demonstrate an understanding of the importance of play for all children.
51. Identify strategies for supporting the development of friendship skills.
52. Define emotional literacy and identify activities that build "feeling vocabularies."
53. Understand the importance of providing opportunities for children to begin to understand their own, as well as others' emotions.
54. Understand why children need to learn to control anger and handle disappointment and will be able to identify strategies to teach anger management skills.
55. Understand the importance of teaching problem solving and will be able to identify problem solving steps.
56. Describe methods that may be used to determine the function of challenging behavior.
57. Use interview and observational data to determine the communicative function of challenging behavior and develop behavior hypotheses.
58. Identify the steps of the process of Positive Behavior Support (PBS).
59. Describe strategies that may be used to prevent challenging behavior.
60. Identify replacement skills that may be taught to replace challenging behavior.
61. Identify how to respond in a way that does not maintain or reinforce challenging behavior.
62. Develop a behavior support plan for a case study child
63. Demonstrate knowledge of developmental norms regarding motor development.
64. Demonstrate knowledge of the identification of young children with motor impairment.
65. Explain the development of goals and benchmarks for young children with motor impairment.
66. Demonstrate knowledge of working with young children with motor impairments.
67. Demonstrate knowledge of the utilization of successful strategies with young children with motor impairments.
68. Demonstrate knowledge of accommodations and modifications used with young children with motor impairments.
69. Demonstrate knowledge of including young children with motor impairments
70. Demonstrate knowledge of proper nutrition when working with young children.

71. Demonstrate knowledge of the use of cooking and socializing during meals and snacks in preschool.
72. Demonstrate knowledge of potential malnutrition of children with disabilities
73. Demonstrate knowledge of feeding plans and positioning techniques when feeding preschool children with disabilities.
74. Demonstrate knowledge of how to encourage young children to self-feed.
75. Demonstrate knowledge of vision and hearing development.
76. Demonstrate knowledge of the incidence rate of vision/hearing impairment.
77. Demonstrate knowledge of the identification of vision and hearing impairments in young children.
78. Demonstrate knowledge of goals and benchmarks appropriate for young children with vision/hearing impairment.
79. Demonstrate knowledge of working with young children with vision/hearing impairments.
80. Demonstrate knowledge of including students with hearing/vision impairments.
81. Demonstrate knowledge of successful strategies used when working with young children with vision/hearing impairments.
82. Demonstrate knowledge of accommodations and modifications used when working with young children with vision/hearing impairments.
83. Demonstrate knowledge of the identification of young children with Autism Spectrum Disorders (ASD)
84. Demonstrate knowledge of establishing goals and benchmarks for young children with ASD
85. Demonstrate knowledge regarding working with young children with ASD
86. Demonstrate knowledge of successful strategies to use with young children with ASD
87. Demonstrate knowledge of accommodations and modifications used with young children with ASD
88. Demonstrate knowledge of including young children with ASD
89. Demonstrate knowledge of the meaning and background of sensory integration.
90. Demonstrate knowledge of how sensory integration relates to autism.
91. Demonstrate knowledge of the signs of a sensory integration dysfunction.
92. Demonstrate knowledge of sensory integration therapy.
93. Demonstrate knowledge of the history of technology for individuals with special needs in education.
94. Demonstrate knowledge of assistive technology.
95. Demonstrate knowledge of instructional technology.
96. Demonstrate knowledge of legislation affecting use of technology in education.

97. Demonstrate knowledge of selecting and using appropriate assistive technology for young children.
98. Demonstrate knowledge of planning for the young child's articulation to kindergarten (future placement).
99. Demonstrate knowledge of monitoring a student's progress and using data to adjust or plan new interventions.
100. Demonstrate knowledge of program evaluation and revising a program's components if they are not successful.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete professional learning activities listed above and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader.
Learning (Delivery) Methods: A (Knowledge Acquisition)**, D** (Learning Community/Lesson Study Group)**, I** (Job Embedded)**, J** (Deliberate Practice)**, K** (Problem Solving Process)
Implementation Methods: M (Structured Coaching/Mentoring)**, N** (Independent Learning/Action Research)**, O** (Collaborative Planning)**, P** (Participant Product)**, Q** (Lesson Study)**, T** (Evaluation of Practice Indicators)

EVALUATION METHODS

Staff: A (Changes in Instructional Practices)**, B** (Changes in Instructional Leadership)**, C** (Changes in Student Services)**, D** (Other Changes in Practice)**, E** (Fidelity of Implementation)**, F** (Changes in Observed Educator Proficiency)**, G** (Changes in Observed Educator Proficiency)
Student: A (Results of State or District Student Growth Measure)**, B** (Results of School or Teacher Student Growth Measure)**, C** (Portfolios of Student Work)**, D** (Observation of Student Performance)**, F** (Other Performance Assessment)
FEAP: A1 (Instructional Design and Lesson Planning)**, A2** (Learning Environment)**, A3** (Instructional Delivery)**, B1** (Continuous Professional Improvement)

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C. Matrix

Competency Number	Component Number	Method of Competency Demonstration
Human Growth and Development		
1.1	2-100-009	Session 1 - Small Group Activity, Large Group Discussion, Portfolio Activity
1.2	2-100-009	Session 10 - Small Group Activity, Portfolio Activity
1.3	2-100-009	Session 8 - Small Group Activity, Portfolio Activity
1.4	2-100-009	Sessions 3, 4, 5 ,6, 7 - Small Group Activity, Large Group Discussion, Portfolio Activity
1.5	2-100-009	Session 2 - Small Group Activity, Large Group Activity, Portfolio Activity
1.6	2-100-009	Sessions 4, 5 - Small Group Activity, Large Group Discussion, Portfolio Activity
Family and Community		
2.1	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.2	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.3	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.4	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.5	2-100-009	Session 10 - Portfolio Activity
2.6	2-100-009	Session 10 - Portfolio Activity
	2-105-001	Session 3 - Class Activities, Portfolio Activity
2.7	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.8	2-100-009	Session 10 - Portfolio Activity
2.9	2-100-009	Session 10 - Portfolio Activity
2.10	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.11	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
	2-105-001	Session 20 - Class Activity, Portfolio Activity
Assessment		
3.1	4-102-005	Session 1 - Assessment, Small Group Activity
3.2	4-102-005	Sessions 3, 7 - Assessment Activity, Portfolio Activity

3.3	4-102-005	Sessions 2, 3 - Vignette Activity, Terminology Matching Activity, Assessment Activity
3.4	4-102-005	Sessions 4, 5, 6 - Portfolio Activities
3.5	4-102-005	Session 8 - Class Activity, Portfolio Activity
3.6	4-102-005	Sessions 8, 9 - Class Activity, Portfolio Activity, Whole Group Activity
3.7	4-102-005	Sessions 7, 9 - Portfolio Activity, Whole Group Activity
3.8	4-102-005	Session 9 - Class Activity, Portfolio Activity
3.9	4-102-005	Session 9 - Class Activity, Portfolio Activity
3.10	4-102-005	Session 10 - Class Activity, Portfolio Activity
Curricula, Materials, Instructional Techniques		
4.1	2-105-001	Sessions 3, 4, 5, 7, 8, 9, 10, 15 - Class Activities, Portfolio Activity
4.2	2-105-001	Sessions 14, 19 - Class Activities, Portfolio Activity
4.3	2-105-001	Session 2 - Class Activities, Portfolio Activity
4.4	2-105-001	Session 4 – Class Activities, Portfolio Activity
4.5	2-105-001	Session 2, 4 - Class Activities, Portfolio Activity
4.6	2-105-001	Session 12 - Class Activities, Portfolio Activity
4.7	2-105-001	Session 4, References - Class Activities, Portfolio Activity
4.8	2-105-001	Session 12 - Class Activities, Portfolio Activity
4.9	2-105-001	Session 11 - Class Activities, Portfolio Activity
4.10	2-105-001	Session 4 - Class Activities, Portfolio Activity
4.11	2-105-001	Sessions 16, 17, 18 - Class Activities, Portfolio Activity
4.12	2-105-001	Sessions 5, 6 - Class Activities, Portfolio Activity
Learning Environment		
5.1	2-105-001	Sessions 1, 3 - Class Activities, Portfolio Activity
5.2	2-105-001	Session 3 - Class Activities, Portfolio Activity
5.3	2-105-001	Session 3 - Class Activities, Portfolio Activity
5.4	2-105-001	Session 3 - Class Activities, Portfolio Activity
5.5	2-105-001	Sessions 6, 13 - Class Activities, Portfolio Activity
5.6	2-105-001	Session 3 - Class Activities, Portfolio Activity
5.7	2-105-001	Session 9 - Class Activity, Portfolio Activity
5.8	2-105-001	Session 13 - Class Activities, Portfolio Activity
Multidisciplinary Process		
6.1	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
6.2	4-102-005	Session 9 - Class Activity, Portfolio Activity
6.3	4-102-005	Session 3 - Class Activities, Portfolio Activity
Consultation and Communications		
7.1	2-100-009	Session 10 - Portfolio Activity
7.2	4-102-005	Sessions 8, 9 - Class Activity, Portfolio Activity

7.3	4-102-005	Sessions 8, 9 - Class Activity, Portfolio Activity
7.4	2-105-001	Sessions 12, 13 - Class Activities, Portfolio Activity
7.5	2-105-001	Session 15 - Class Activities, Portfolio Activity

D. Instructors

Selection of instructors for the District Alternative Program for Add-On Certification: Prekindergarten Disabilities Endorsement will be based on the following minimum selection criteria:

- Current Florida teaching certificate in Prekindergarten/Primary Education and Exceptional Student Education
- Background of successful staff development and/or adult training expertise
- Minimum of three years successful teaching or clinical experience with prekindergarten exceptional students
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module
- Commitment to use and maintain the integrity of the published training materials known as the Prekindergarten Endorsement modules
- Commitment to the Prekindergarten Endorsement Program and to the delivery of training at times and places convenient to the participants

Competency Completion Requirements

The option of completing the three modules is available for teachers in lieu of taking college courses to earn the Prekindergarten Disabilities Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01792, Florida Administrative Code, participants must complete all three modules. Neither college credit nor teaching experience can be substituted for any of the three modules.

A. Program Completion

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within are required for program completion. Satisfactory completion of individual components may be demonstrated through:

- Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program
- Verification of successful demonstration of all applicable competencies within a component of another district's Prekindergarten Disabilities Program conducted by personnel from the district's staff development office and applied when reasonable equivalency between the components is established through a review of the approved program

In order to satisfy specialization requirements in Rule 6A-4.01792, Florida Administrative Code, participants must complete all three modules. Neither college credit nor teaching experience can be substituted for any of the three modules.

B. Competency Demonstration

All those pursuing the addition of the Prekindergarten Disabilities Endorsement to their Florida Educators' Certificates must earn a minimum of 240 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, and follow-up activities.

C. Competency Verification

Verification of competencies other than through the procedures stated above is not an option for the Prekindergarten Disabilities Endorsement Program. Certificates will be issued to successful completers as a record of competency completion.

Program Evaluation

A. Evaluation Plan

Program assessment techniques, training components, and competency acquisition by individual participants will be used to evaluate the Prekindergarten Disabilities Endorsement Program. Methods by which the component coordinator will determine successful completion of individual participants are described for each component.

Individual participants will be evaluated on the basis of having acquired the necessary competencies as verified by the instructor in accordance with approved methods and criteria.

Participants, using district staff development program procedures, will evaluate each training component.

The program may be assessed by participants, instructors, staff development personnel, district Exceptional Student Education director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, and delivery.

The budget for Prekindergarten Disabilities Endorsement will mostly be borne by the participating districts. Districts may be able to participate in FDLRS-sponsored courses that are offered free of charge. In some cases, districts may offer stipends to participants for successful completion time. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.

Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

Management

The NEFEC Organization of Educational Leaders (NOEL) Key District Contacts and District Professional Development Coordinators along with the NEFEC Professional Learning Catalog /Endorsement Coordinator will be responsible for the overall management of the add-on program. Inservice training will be offered by districts and regional service providers. NEFEC will be responsible for updating the program as necessary and, when appropriate, advertising the availability of the courses to districts.

A. Candidate Application and Admission

The individuals designated above will share the process for application, admission, and verification of the Prekindergarten Disabilities Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a bachelor's or higher degree with certification in any exceptional student education area, preschool education, primary education, prekindergarten/primary education, elementary education (K-6), or early childhood education.

A candidate who enters the program based on a temporary certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program.

Enrollment preference will be given to educators that are currently classified as in need of Prekindergarten Disabilities Endorsement to meet employment requirements. Other participants will be admitted to the Prekindergarten Disabilities Endorsement Program as part of their Individual Professional Learning Plan or to earn inservice credit for recertification purposes.

B. Advisement

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Prekindergarten Disabilities Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, inservice training requirements, and progress toward successful program completion.

C. Attendance Requirement for Inservice Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule

approved by the instructor. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education.

D. Transfer and Utilization of Credit (College or Inservice)

Credit earned in college courses may not be considered for transfer of credit to this add-on endorsement program. Participants have the option of earning the Prekindergarten Disabilities Endorsement completely with college courses or through the Prekindergarten Disabilities Add-On Endorsement Program, but not a combination of the two. In order to satisfy specialization requirements in Rule 6A-4.01792, Florida Administrative Code, participants must complete all three modules. Neither college credit nor teaching experience can be substituted for any of the three modules.

E. Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Prekindergarten Disabilities Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district designee will notify the Florida Department of Education.

School Board Approval

In order for the Prekindergarten Add-On Endorsement Program to receive state approval, a statement signed by each District Superintendent and Chairman of the School Board stating that it has been approved locally for submission is included with this document.