

**TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION**

**SERIES 121
CERTIFICATION REQUIREMENTS INCLUDING TEACHER EDUCATION
PROGRAM OBJECTIVES FOR THE PRESCHOOL HANDICAPPED TEACHER
ENDORSEMENT ON A PROVISIONAL PROFESSIONAL CERTIFICATE (5113.1)**

§126-121-1. General.

1.1. Scope. -- This legislative procedure establishes the content specialization program objectives and the program components which must be incorporated by an institution into the educational personnel preparation program for the preschool handicapped teacher certified to serve children in the schools of West Virginia

1.2. Authority. -- W. Va. Code §18-2-6

1.3. Filing Date. -- November 2, 1983

1.4. Effective Date. -- January 1, 1984

1.5. This is a new description of the knowledge, skills, and services which the preschool handicapped teacher should possess upon exiting the preparation program.

§126-121-2. Additional.

2.1. Copy of the content specialization program objectives and the certification components are attached. Copies may be obtained in the office of Secretary of State and in the West Virginia Department of Education, Bureau of General, Special, and Professional Education.

2.2. Summary of program objectives and certification requirements are stated below.

**Summary of Program Objectives and
Certification Requirements**

The program objectives outline the knowledge, skills, and services which are to be incorporated into the training program for the preschool handicapped teacher and are described under the teacher's primary functions of: diagnostician, program planner, curriculum specialist, instructor, and program manager. The required program components for certification are described within the policy.

Certification and Licensure Standards

Educational Personnel

CERTIFICATION REQUIREMENTS INCLUDING
TEACHER EDUCATION PROGRAM OBJECTIVES FOR THE
PRESCHOOL HANDICAPPED TEACHER ENDORSEMENT
ON A PROVISIONAL PROFESSIONAL CERTIFICATE

Purpose

The purpose of the preschool handicapped program objectives and certification regulations policy is to provide direction to institutions of higher education in the development of programs of professional development of preschool handicapped personnel leading to certification.

PRESCHOOL HANDICAPPED PROGRAM OBJECTIVES

The preschool handicapped curriculum shall provide learning experiences which will enable this individual to:

PROGRAM OBJECTIVES:

Diagnostician

- 1.1 Defines at-risk and potential handicapping conditions. (Kn)*
- 1.2 Lists behavioral signs of auditory and visual impairments. (Kn)
- 1.3 Lists the behavioral characteristics of intellectual, affective and communication impairments. (Kn)
- 1.4 Lists the behavioral characteristics of physical and other health impairments, including cerebral palsy, epilepsy, spina bifida, hydrocephalus, muscular dystrophy, limb deficiencies, and cystic fibrosis. (Kn)
- 1.5 Explains the purpose, importance and limitations of early identification, screening and referral. (Cm)

* Letter in parenthesis indicates level of taxonomy at which the objective is expected to be achieved:

In the Cognitive Domain: Kn-Knowledge, Cm-Comprehension, Ap-Application, An-Analysis, Sy-Synthesis, Ev-Evaluation (Adapted from Bloom et al.)

In the Affective Domain: Rc-Receiving, Rs-Responding, Va-Valuing, Or-Organization, and Cv-Characterization by a value or value complex (Adapted from Krathwohl et al.)

In the Psychomotor Domain: Rm-Reflex Movement, Fm-Fundamental Movement, Pc-Perceptual Ability, Ps-Physical Ability, Sm-Skilled Movement, Ec-Expressive Communication (Adapted from Harrow)

- 1.6 Identifies formal and informal screening procedures and instruments. (Kn)
- 1.7 Selects valid and reliable screening instruments appropriate to age, population and setting. (Ap; Va)
- 1.8 Administers and scores formal screening instruments. (Ap)
- 1.9 Utilizes observations of child behavior during structured test situations as a component of the screening process. (Ap; Rs)
- 1.10 Gathers child information through parent interviews as a component of screening. (Ap; Rc)
- 1.11 Interprets and communicates, in both written and oral forms, the results of screening activities to other professionals. (Sy; Or)
- 1.12 Determines, with other professionals, which evaluations are indicated on the basis of screening results. (Ev; Cv)
- 1.13 Communicates with parents the results of screening activities. (Sy; Or)
- 2.1 Explains the purpose, importance and limitations of assessment and evaluation. (Cm)
- 2.2 Explains to parents evaluation and assessment procedures, including applicable due process procedures and procedural safeguards. (Cm)
- 2.3 Explains procedures for assessing visual and auditory impairments in young children. (Cm)
- 2.4 Participates as a member of an interdisciplinary diagnostic team. (Ap; Rs)
- 2.5 Integrates assessment results from evaluation team members to describe the child's skills in each area of development, such as motor, cognition, language, social-emotional. (Sy; Or)
- 3.1 Differentiates between formal and informal developmental assessments (formal assessment employs the use of standardized test instruments; informal assessment utilizes teacher designed activities, check-lists, observations and interviews). (Cm)
- 3.2 Describes the difficulties typically encountered in assessment of young children. (Cm)
- 3.3 Describes the interrelated effects of impairment in various areas of development, i.e., severe physical, vision or hearing impairment, or motor, cognitive, language, and social-emotional skills. (Cm; Rs)
- 3.4 Identifies appropriate uses of formal and informal assessment instruments. (Cm; Rs)
- 3.5 Selects appropriate formal and informal instruments, procedures and personnel to assess the young child in the areas of language, cognition, social-emotional and motor development. (Ap; Va)

- 3.6 Utilizes observation of family-child interactions and child behavior in multiple settings. (Ap; Rc)
- 3.7 Conducts parent interviews and utilizes information regarding family and child needs. (Ap; Rc)
- 3.8 Adapts formal and informal test instruments and environment according to the individual child's needs, handicapping conditions, and cultural considerations. (Sy; Or)
- 3.9 Administers and scores a range of formal and informal assessment instruments. (Sy)
- 3.10 Determines child's developmental age (level) for specific skill areas by analyzing assessment results. (Sy)
- 3.11 Interprets and communicates assessment results to evaluation team members and parents in written and oral form. (Sy; Or)
- 3.12 Prepares written reports that comply with State Standards and which include a description of the child's learning style and skill levels in each developmental area. (Sy)

Program Planner

- 4.1 Utilizes assessment data, with evaluation team members and parents, to determine the need for referral for special education services. (Ev; Cv)
- 4.2 Utilizes assessment of parent/family needs to determine with parents and evaluation team members the need for referral to other services/agencies. (Ev; Cv)
- 5.1 Identifies main components of an individual education program. (Kn)
- 5.2 Explains due process policies and procedures to parents and evaluation team members, as related to placement and program planning. (Cm)
- 5.3 Utilizes assessment data to formulate educational goals, objectives and implementation strategies. (Sy; Or)
- 5.4 States intended outcomes for the child in the form of behavioral objectives. (Ap)
- 5.5 Performs task analysis. (Ap)
- 5.6 Coordinates development of individual educational program with parents and evaluation team members. (Sy; Or)
- 5.7 Develops individualized strategies for family participation in child's educational program. (Sy; Or)
- 5.8 Plans and implements a means for periodic review of child progress. (Sy)

Curriculum Specialist

- 6.1 Appraises existing curricula for young, exceptional children. (Ev; Cv)
- 6.2 Coordinates selection, development and implementation of curriculum. (Ap; Rs)
- 6.3 Selects curriculum components consistent with assessment data and individual, developmental levels. (Ap; Va)
- 6.4 Adapts curriculum to meet the needs of young exceptional children, including severe physical, visual and auditory impairments. (Sy; Or; Sm)
- 6.5 Identifies transitional skills which the child will need for future, least restrictive environments and designs strategies for their acquisition. (Sy; Or)
- 6.6 Designs curricular strategies to simultaneously promote skill acquisition in more than one developmental area. (Sy; Or)
- 6.7 Conducts ongoing evaluation of curriculum, using child progress data, to verify or modify curricular strategies. (Ev; Cv)
- 7.1 Appraises existing materials for the young, exceptional child. (Ev; Cv)
- 7.2 Selects materials appropriate to individual educational needs. (Ap; Va)
- 7.3 Identifies and selects materials common to child's natural environment. (Ap)
- 7.4 Adapts materials to meet individual needs, such as visual, hearing or physical limitations. (Ap; Sm)
- 7.5 Designs and constructs materials appropriate to individual child needs and curriculum implementation. (Ap; Sm)
- 7.6 Incorporates the appropriate use of adaptive equipment for young, physically handicapped children into educational program. (Ap; Sm)
- 7.7 Explains procedures for routine hearing aid maintenance and care. (Ap)
- 7.8 Conducts ongoing evaluation of materials using child progress data to verify or modify materials. (Ev)
- 8.1 Assesses needs of family (parents and siblings) in relation to child's handicapping condition(s). (Ap; Va)
- 8.2 Identifies curriculum for family based on assessed needs and as consistent with child's educational program. (Ap; Va)
- 8.3 Designs curricular strategies for families to promote child growth in developmental areas such as language, cognition, social-emotional and motor. (Sy; Or)

- 8.4 Selects materials for curricular implementation. (Ap)
- 8.5 Monitors implementation of home program with parents. (Ev; Cv)
- 8.6 Modifies home program, including selection of materials, according to child progress and parental evaluation. (Sy; Or)

Instructor

- 9.1 Selects instructional activities appropriate to child's identified needs. (Ap)
- 9.2 Selects appropriate individuals and settings to optimize acquisition of skills. (Ap; Va)
- 9.3 Selects and implements instructional procedures which promote independent performance in a variety of settings. (Ap)
- 9.4 Selects and implements instructional procedures which secure the child's attention, elicit appropriate responses and provide feedback to the child. (Ap)
- 9.5 Develops instructional strategies to be implemented by others, including parents. (Ap; Va)
- 9.6 Designs means of recording student performance, which will indicate program effectiveness. (Ap)
- 9.7 Records student performance in a manner which does not interfere with instruction. (Ap)
- 9.8 Utilizes ongoing assessment of student performance to determine appropriate modifications in instructional plan. (Ev; Cv)
- 9.9 Modifies instructional plan according to student performance data. (Ap)
- 10.1 Utilizes assessment data to identify child's style of learning and responding. (Ap; Va)
- 10.2 Designs instructional procedures appropriate to child's identified style of learning and responding. (Ap)
- 10.3 Utilizes appropriate position and handling techniques with young, physically impaired children. (Ap; Sm)
- 10.4 Utilizes procedures and techniques which facilitate the use of residual hearing or vision by young, sensory impaired children. (Ap; Sm)
- 10.5 Utilizes child initiated learning experiences and integrates them into ongoing instruction. (Sy; Or)
- 10.6 Implements teaching procedures in independent activities, one to one sessions, and small and large group interactions, including instruction or interaction with non-handicapped peers. (Sy; Or)

- 11.1 Identifies effective teaching strategies for parents and other personnel. (Kn)
- 11.2 Determines, with parents and other personnel, effective teaching practices to achieve instructional goals. (Ap; Va)
- 11.3 Implements, with other personnel, activities to promote effective teaching practices. (Ap)
- 11.4 Appraises effectiveness of activities designed to promote acquisition of teaching skills. (Ev; Cv)
- 11.5 Develops appropriate modifications for effective teaching practices/activities. (Ap; Va)
- 12.1 Identifies effective management procedures for the young, exceptional child. (Kn)
- 12.2 Explains the relationship between teacher attitudes and learner success. (Cm)
- 12.3 Selects child management procedures to facilitate development of appropriate social behaviors. (Ap; Va)
- 12.4 Establishes and maintains appropriate social behaviors utilizing management procedures in individual and group situations. (Ap; Va)
- 12.5 Designs means of recording and maintaining child management data. (Ap)
- 12.6 Modifies management procedures on the basis of child progress data. (Ap; Va)

Program Manager

- 13.1 Identifies local, state and federal laws and standards applicable to young, exceptional children. (Kn)
- 13.2 Explains local, state and federal laws and standards in relation to the establishment and operation of programs for young, exceptional children. (Cm)
- 14.1 Identifies support services and other appropriate resources for young, exceptional children and their families. (Kn)
- 14.2 Maintains and updates, on an ongoing basis, a listing of support services and other appropriate resources. (Ap)
- 15.1 Maintains emergency contact and individual child care information (e.g., medications and procedures). (Ap)
- 15.2 Maintains information relative to child and family progress in accordance with due process and confidentiality requirements. (Ap)
- 15.3 Utilizes appropriate procedures to manage seizure behaviors and maintain seizure records. (Ap)

- 16.1 Designs and organizes schedules for teaching personnel, including parents and paraprofessionals, which address the instructional needs of children, maximize instructional time and facilitate interdisciplinary planning. (Sy; Or)
- 16.2 Plans a schedule which provides for a balance between structured and spontaneous activities. (Ap)
- 16.3 Organizes classroom space, equipment and materials to maximize instructional effectiveness, including special considerations for sensory and physically impaired children. (Ap)
- 16.4 Designs and maintains record keeping systems that promote ongoing instructional evaluation by staff and parents. (Ap)
- 16.5 Organizes and supervises activities, equipment and materials to promote child health and safety. (Ap)
- 17.1 Provides and interprets child information for receiving staff, in compliance with confidentiality requirements. (Sy; Or)
- 17.2 Designs strategies to facilitate transition of children into appropriate programs. (Sy; Or)
- 18.1 Explains record keeping as part of a system. (Cm)
- 18.2 Explains the purposes of formative and summative program evaluation. (Cm)
- 18.3 Explains the relationship between record keeping and formative and summative program evaluation. (Cm)
- 18.4 Maintains appropriate records. (Ap)
- 18.5 Reviews and revises record keeping systems based on formative and summative program evaluation. (Ev)

THE PROFESSIONAL SERVICE CERTIFICATE ISSUED PROVISIONALLY

Completion of a state approved preschool handicapped teacher training program, including:

Early Education, Grades N-K	15
General Studies	40
Professional Education	20

In order to receive the provisional certificate, the individual must complete the institution's approved program component in preschool handicapped, showing evidence of satisfactory attainment of program objectives 1.1-18.5.

HK N/10/1-7
7/27/83

PRESCHOOL HANDICAPPED TEACHER EDUCATION STANDARDS

Role: Diagnostician

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
<p>1.0 Screen young children for potential handicapping conditions.</p>	<p>1.1 Defines at-risk and handicapping conditions.</p> <p>1.2 Lists behavioral signs of auditory and visual impairments.</p> <p>1.3 Lists the behavioral characteristics of intellectual, affective and communication impairments.</p> <p>1.4 Lists the behavioral characteristics of physical and other health impairments, including cerebral palsy, epilepsy, spina bifida, hydrocephalus, muscular dystrophy, limb deficiencies, and cystic fibrosis.</p> <p>1.5 Explains the purpose, importance and limitations of early identification, screening and referral.</p> <p>1.6 Identifies formal and informal screening procedures and instruments.</p>	<p>Cognitive</p> <p>Cognitive</p> <p>Cognitive</p> <p>Cognitive</p> <p>Cognitive</p> <p>Cognitive</p> <p>Cognitive</p>	<p>Knowledge</p> <p>Knowledge</p> <p>Knowledge</p> <p>Knowledge</p> <p>Comprehension</p> <p>Knowledge</p>

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
<p>1.0 Screen young children for potential handicapping conditions.</p>	<p>1.7 Selects valid and reliable screening instruments appropriate to age, population and setting.</p> <p>1.8 Administers and scores formal screening instruments.</p> <p>1.9 Utilizes observations of child behavior during structured test situations as a component of the screening process.</p> <p>1.10 Gathers child information through parent interviews as a component of screening.</p> <p>1.11 Interprets and communicates, in both written and oral forms, the results of screening activities to other professionals.</p> <p>1.12 Determines, with other professionals, which evaluations are indicated on the basis of screening results.</p> <p>1.13 Communicates with parents the results of screening activities.</p>	<p>Cognitive Affective</p> <p>Cognitive</p> <p>Cognitive Affective</p> <p>Cognitive Affective</p> <p>Cognitive Affective</p> <p>Cognitive Affective</p> <p>Cognitive Affective</p>	<p>Application Valuing</p> <p>Application</p> <p>Application Responding</p> <p>Application Receiving</p> <p>Synthesis Organization</p> <p>Evaluation Characterization</p> <p>Synthesis Organization</p> <p>Comprehension</p>
<p>2.0 Participate in the evaluation process.</p>	<p>2.1 Explains the purpose, importance and limitations of assessment and evaluation.</p>	<p>Cognitive</p>	<p>Comprehension</p>

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
2.0 Participate in the evaluation process.	2.2 Explains to parents evaluation and assessment procedures, including applicable due process procedures and procedural safeguards.	Cognitive	Comprehension
	2.3 Explains procedures for assessing visual and auditory impairments in young children.	Cognitive	Comprehension
	2.4 Participates as a member of an interdisciplinary diagnostic team.	Cognitive Affective	Application Responding
	2.5 Integrates assessment results from evaluation team members to describe the child's skills in each area of development, such as motor, cognition, language, social-emotional.	Cognitive Affective	Synthesis Organization
3.0 Assess young children for potential handicapping conditions.	3.1 Differentiates between formal and informal developmental assessments (formal assessment employs the use of standardized test instruments; informal assessment utilizes teacher designed activities, checklists, observations and interviews).	Cognitive	Comprehension
	3.2 Describes the difficulties typically encountered in assessment of young children.	Cognitive	Comprehension

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
<p>3.0 Assess young children for potential handicapping conditions.</p>	<p>3.3 Describes the interrelated effects of impairment in various areas of development, i.e., severe physical, vision or hearing impairment, or motor, cognitive, language, and social-emotional skills.</p> <p>3.4 Identifies appropriate uses of formal and informal assessment instruments.</p> <p>3.5 Selects appropriate formal and informal instruments, procedures and personnel to assess the young child in the areas of language, cognition, social-emotional and motor development.</p> <p>3.6 Utilizes observation of family-child interactions and child behavior in multiple settings.</p> <p>3.7 Conducts parent interviews and utilizes information regarding family and child needs.</p> <p>3.8 Adapts formal and informal test instruments and environment according to the individual child's needs, handicapping conditions, and cultural considerations.</p>	<p>Cognitive Affective</p> <p>Cognitive Affective</p> <p>Cognitive Affective</p> <p>Cognitive Affective</p> <p>Cognitive Affective</p> <p>Cognitive Affective</p>	<p>Comprehension Responding</p> <p>Comprehension Responding</p> <p>Application Valuing</p> <p>Application Receiving</p> <p>Application Receiving</p> <p>Synthesis Organization</p>

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
<p>3.0 Assess young children for potential handicapping conditions.</p>	<p>3.9 Administers and scores a range of formal and informal assessment instruments.</p> <p>3.10 Determines child's developmental age (level) for specific skill areas by analyzing assessment results.</p> <p>3.11 Interprets and communicates assessment results to evaluation team members and parents in written and oral form.</p> <p>3.12 Prepares written reports that comply with State Standards and which include a description of the child's learning style and skill levels in each developmental area.</p>	<p>Cognitive</p> <p>Cognitive</p> <p>Cognitive Affective</p> <p>Cognitive</p>	<p>Synthesis</p> <p>Synthesis</p> <p>Synthesis Organization</p> <p>Synthesis</p>

PRESCHOOL HANDICAPPED TEACHER EDUCATION STANDARDS

Role: Program Planner

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
<p>4.0 Participate as interdisciplinary team member to determine with parents the need for referral for special education and related services.</p>	<p>4.1 Utilizes assessment data, with evaluation team members and parents, to determine the need for referral for special education services.</p> <p>4.2 Utilizes assessment of parent/family needs to determine with parents and evaluation team members the need for referral to other services/agencies.</p>	<p>Cognitive Affective</p> <p>Cognitive Affective</p>	<p>Evaluation Characterization</p> <p>Evaluation Characterization</p>
<p>5.0 Develop individual educational programs.</p>	<p>5.1 Identifies main components of an individual education program.</p> <p>5.2 Explains due process policies and procedures to parents and evaluation team members, as related to placement and program planning.</p> <p>5.3 Utilizes assessment data to formulate educational goals, objectives and implementation strategies.</p> <p>5.4 States intended outcomes for the child in the form of behavioral objectives.</p>	<p>Cognitive</p> <p>Cognitive</p> <p>Cognitive Affective</p> <p>Cognitive</p>	<p>Knowledge</p> <p>Comprehension</p> <p>Synthesis Organization</p> <p>Application</p>

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
5.0 Develop individual educational programs.	5.5 Performs task analysis.	Cognitive	Application
	5.6 Coordinates development of individual, educational program with parents and evaluation team members.	Cognitive Affective	Synthesis Organization
	5.7 Develops individualized strategies for family participation in child's educational program.	Cognitive Affective	Synthesis Organization
	5.8 Plans and implements a means for periodic review of child progress.	Cognitive	Synthesis

PRESCHOOL HANDICAPPED TEACHER EDUCATION STANDARDS

Role: Curriculum Specialist

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
<p>6.0 Establish curriculum based on assessed needs of learners to promote growth in developmental areas such as language, cognition, social-emotional and motor.</p>	<p>6.1 Appraises existing curricula for young, exceptional children.</p> <p>6.2 Coordinates selection, development and implementation of curriculum.</p> <p>6.3 Selects curriculum components consistent with assessment data and individual, developmental levels.</p> <p>6.4 Adapts curriculum to meet the needs of young exceptional children, including severe physical, visual and auditory impairments.</p> <p>6.5 Identifies transitional skills which the child will need for future, least restrictive environments and designs strategies for their acquisition.</p> <p>6.6 Designs curricular strategies to simultaneously promote skill acquisition in more than one developmental area.</p>	<p>Cognitive Affective</p> <p>Cognitive Affective</p> <p>Cognitive Affective</p> <p>Cognitive Affective Psychomotor</p> <p>Cognitive Affective</p> <p>Cognitive Affective</p>	<p>Evaluation Characterization</p> <p>Application Responding</p> <p>Application Valuing</p> <p>Synthesis Organization Skilled Movement</p> <p>Synthesis Organization</p> <p>Synthesis Organization</p>

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
<p>6.0 Establish curriculum based on assessed needs of learners to promote growth in developmental areas such as language, cognition, social-emotional and motor.</p>	<p>6.7 Conducts ongoing evaluation of curriculum, using child progress data, to verify or modify curricular strategies.</p>	<p>Cognitive Affective</p>	<p>Evaluation Characterization</p>
<p>7.0 Determine materials appropriate for curriculum implementation.</p>	<p>7.1 Appraises existing materials for the young, exceptional child.</p>	<p>Cognitive Affective</p>	<p>Evaluation Characterization</p>
	<p>7.2 Selects materials appropriate to individual educational needs.</p>	<p>Cognitive Affective</p>	<p>Application Valuing</p>
	<p>7.3 Identifies and selects materials common to child's natural environment.</p>	<p>Cognitive</p>	<p>Application</p>
	<p>7.4 Adapts materials to meet individual needs, such as visual, hearing or physical limitations.</p>	<p>Cognitive Psychomotor</p>	<p>Application Skilled Movement</p>
	<p>7.5 Designs and constructs materials appropriate to individual child needs and curriculum implementation.</p>	<p>Cognitive Psychomotor</p>	<p>Application Skilled Movement</p>
	<p>7.6 Incorporates the appropriate use of adaptive equipment for young, physically handicapped children into educational program.</p>	<p>Cognitive Psychomotor</p>	<p>Application Skilled Movement</p>

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
7.0 Determine materials appropriate for curriculum implementation.	7.7 Explains procedures for routine hearing aid maintenance and care.	Cognitive	Application
8.0 Establish curriculum for families of young exceptional children.	7.8 Conducts ongoing evaluation of materials using child progress data to verify or modify materials.	Cognitive	Evaluation
	8.1 Assesses needs of family (parents and siblings) in relation to child's handicapping condition(s).	Cognitive Affective	Application Valuing
	8.2 Identifies curriculum for family based on assessed needs and as consistent with child's educational program.	Cognitive Affective	Application Valuing
	8.3 Designs curricular strategies for families to promote child growth in developmental areas such as language, cognition, social-emotional and motor.	Cognitive Affective	Synthesis Organization
	8.4 Selects materials for curricular implementation.	Cognitive	Application
	8.5 Monitors implementation of home program with parents.	Cognitive Affective	Evaluation Characterization
	8.6 Modifies home program, including selection of materials, according to child progress and parental evaluation.	Cognitive Affective	Synthesis Organization

PRESCHOOL HANDICAPPED TEACHER EDUCATION STANDARDS

Role: Instructor

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
9.0 Design, implement and evaluate instructional activities to achieve curricular goals.			
9.1	Selects instructional activities appropriate to child's identified needs.	Cognitive	Application
9.2	Selects appropriate individuals and settings to optimize acquisition of skills.	Cognitive Affective	Application Valuing
9.3	Selects and implements instructional procedures which promote independent performance in a variety of settings.	Cognitive	Application
9.4	Selects and implements instructional procedures which secure the child's attention, elicit appropriate responses and provide feedback to the child.	Cognitive	Application
9.5	Develops instructional strategies to be implemented by others, including parents.	Cognitive Affective	Application Valuing
9.6	Designs means of recording student performance which will indicate program effectiveness.	Cognitive	Application
9.7	Records student performance in a manner which does not interfere with instruction.	Cognitive	Application

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
9.0 Design, implement and evaluate instructional activities to achieve curricular goals.	9.8 Utilizes ongoing assessment of student performance to determine appropriate modifications in instructional plan.	Cognitive Affective	Evaluation Characterization
	9.9 Modifies instructional plan according to student performance data.	Cognitive	Application
10.0 Adapt instructional techniques to meet individual and group needs, including learning styles and handicapping conditions.	10.1 Utilizes assessment data to identify child's style of learning and responding.	Cognitive Affective	Analysis Valuing
	10.2 Designs instructional procedures appropriate to child's identified style of learning and responding.	Cognitive	Application
	10.3 Utilizes appropriate position and handling techniques with young, physically impaired children.	Cognitive Psychomotor	Application Skilled Movement
	10.4 Utilizes procedures and techniques which facilitate the use of residual hearing or vision by young, sensory impaired children.	Cognitive Psychomotor	Application Skilled Movement
	10.5 Utilizes child initiated learning experiences and integrates them into ongoing instruction.	Cognitive Psychomotor	Synthesis Organization

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
10.0 Adapt instructional techniques to meet individual and group needs, including learning styles and handicapping conditions.	10.6 Implements teaching procedures in independent activities, one to one sessions, and small and large group interactions, including instruction or interaction with non-handicapped peers.	Cognitive Affective	Synthesis Organization
11.0 Coordinate instruction of parents and other personnel in effective teaching practices.	11.1 Identifies effective teaching strategies for parents and other personnel. 11.2 Determines, with parents and other personnel, effective teaching practices to achieve instructional goals. 11.3 Implements, with other personnel, activities to promote effective teaching practices.	Cognitive Cognitive Affective	Knowledge Application Valuing
12.0 Manage child behavior in a variety of settings.	11.4 Appraises effectiveness of activities designed to promote acquisition of teaching skills. 11.5 Develops appropriate modifications for effective teaching practices/activities. 12.1 Identifies effective management procedures for the young, exceptional child.	Cognitive Affective Cognitive Affective Cognitive	Evaluation Characterization Application Valuing Knowledge

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
<p>12.0 Manage child behavior in a variety of settings.</p>	<p>12.2 Explains the relationship between teacher attitudes and learner success.</p> <p>12.3 Selects child management procedures to facilitate development of appropriate social behaviors.</p> <p>12.4 Establishes and maintains appropriate social behaviors utilizing management procedures in individual and group situations.</p> <p>12.5 Designs means of recording and maintaining child management data.</p> <p>12.6 Modifies management procedures on the basis of child progress data.</p>	<p>Cognitive</p> <p>Cognitive Affective</p> <p>Cognitive Affective</p> <p>Cognitive</p> <p>Cognitive Affective</p>	<p>Comprehension</p> <p>Application Valuing</p> <p>Application Valuing</p> <p>Application</p> <p>Application Valuing</p>

PRESCHOOL HANDICAPPED TEACHER EDUCATION STANDARDS

Role: Program Manager

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
<p>13.0 Comply with local, state and federal laws governing administrative policies and procedures for young, exceptional children.</p>	<p>13.1 Identifies local, state and federal laws and standards applicable to young, exceptional children.</p> <p>13.2 Explains local, state and federal laws and standards in relation to the establishment and operation of programs for young, exceptional children.</p>	<p>Cognitive</p> <p>Cognitive</p>	<p>Knowledge</p> <p>Comprehension</p>
<p>14.0 Locate support services and other appropriate resources for young, exceptional children and their families.</p>	<p>14.1 Identifies support services and other appropriate resources for young, exceptional children and their families.</p> <p>14.2 Maintains and updates, on an ongoing basis, a listing of support services and other appropriate resources.</p>	<p>Cognitive</p> <p>Cognitive</p>	<p>Knowledge</p> <p>Application</p>
<p>15.0 Maintain appropriate records relating to the management of a preschool special education program.</p>	<p>15.1 Maintains emergency contact and individual child care information (e.g., medications and procedures).</p> <p>15.2 Maintains information relative to child and family progress in accordance with due process and confidentiality requirements.</p>	<p>Cognitive</p> <p>Cognitive</p>	<p>Application</p> <p>Application</p>

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
15.0 Maintain appropriate records relating to the management of a preschool special education program.	15.3 Utilizes appropriate procedures to manage seizure behaviors and maintain seizure records.	Cognitive	Application
16.0 Manage instructional settings.	16.1 Designs and organizes schedules for teaching personnel, including parents and paraprofessionals, which address the instructional needs of children, maximize instructional time and facilitate interdisciplinary planning.	Cognitive Affective	Synthesis Organization
	16.2 Plans a schedule which provides for a balance between structured and spontaneous activities.	Cognitive Affective	Synthesis Organization
	16.3 Organizes classroom space, equipment and materials to maximize instructional effectiveness, including special considerations for sensory and physically impaired children.	Cognitive	Application
	16.4 Designs and maintains record keeping systems that promote ongoing instructional evaluation by staff and parents.	Cognitive	Application

FUNCTION	PROGRAM OBJECTIVES	DOMAIN	LEVEL
16.0 Manage instructional settings.	16.5 Organizes and supervises activities, equipment and materials to promote child health and safety.	Cognitive	Application
17.0 Facilitate transition of children into other appropriate programs.	17.1 Provides and interprets child information for receiving staff, in compliance with confidentiality requirements. 17.2 Designs strategies to facilitate transition of children into appropriate programs.	Cognitive Affective	Synthesis Organization
18.0 Maintain record keeping systems that promote formative and summative program evaluation.	18.1 Explains record keeping as part of a system. 18.2 Explains the purposes of formative and summative program evaluation. 18.3 Explains the relationship between record keeping and formative and summative program evaluation. 18.4 Maintains appropriate records. 18.5 Reviews and revises record keeping systems based on formative and summative program evaluation.	Cognitive Cognitive Cognitive Cognitive Cognitive	Comprehension Comprehension Comprehension Application Evaluation