| **Name of program:** **Special Education: Early Intervention and Early Childhood** |
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| **Program Standards**[**OAR 584-400-0465**](https://secure.sos.state.or.us/oard/viewSingleRule.action;JSESSIONID_OARD=iHteE58F0CF8jiw0TZ8gpRMWotQbeiM7dH2Ts0_TJ-uZGnpmoiGK!54594329?ruleVrsnRsn=255681) | Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Special Education: EI-EC endorsement |
| **Course(s):** | **Assessment(s)**:*For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| ***Reading Instruction: Program Standards***Candidates demonstrate the ability to provide classroom instruction that aligns with Oregon State Board of Education standards for early childhood, 1st, 2nd, and 3rd-grade literacy and reading standards. |  |  |  |
| ***Reading Instruction: Program Standards***Candidates demonstrate the ability to implement evidence-based reading instructional strategies to enable public school students to become proficient readers by the end of 3rd-grade. |  |  |  |
| ***Dyslexia Instruction: Program Standards***Candidates demonstrate the ability to identify the characteristics that may predict or are associated with dyslexia.Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students. Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. |  |  |  |
| ***Dyslexia Instruction: Program Standards***Candidates demonstrate the ability to understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia.Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students. Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. |  |  |  |
| ***Dyslexia Instruction: Program Standards***Candidates demonstrate the ability to administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia.Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students. Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. |  |  |  |
| ***Dyslexia Instruction: Program Standards***Candidates demonstrate the ability to apply dyslexia assessment and instruction knowledge to pedagogy practice.Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students. Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. |  |  |  |
| ***Subject Test:****OAR 584-400-0465 (3) (b):*The program requires candidates to complete the Commission-approved test for SPED: EI/EC. | Courses | Assessments |  Clinical Practices   |
| ***Teacher Performance Assessment:****OAR 584-400-0465 (3) (c)*The program requires candidates to complete the Oregon Work Sample. |  |  |  |
| ***Clinical Practices:****OAR 584-400-0465 (3) (d)*The program requires candidates to meet the requirements set forth in OAR 584-400-0140 and includes a placement or placements in early intervention and/or early childhood settings that include children with delays or disabilities. These settings must include classrooms, family homes, and/or community settings where early Intervention or early childhood education personnel engage in direct and/or consultative services. The Commission has a strong preference for, but does not require, inclusive placements. | Courses | Assessments | Clinical Practices |
| ***Cultural Competency and Equitable Practice***[*OAR 584-410-0070*](https://secure.sos.state.or.us/oard/viewSingleRule.action;JSESSIONID_OARD=TCRFrbxYRWOqVcuVwPiwR3QtYl1fIZzLkoOTYogCKZ8J7k2YCeQ2!-330355351?ruleVrsnRsn=244715)The program integrates principles of cultural competency and equitable practice in each competency standard through the entire SPED: EI/EC endorsement program. | Please provide a narrative section for this item.  |
| ***Standard 1:******Learner Development and Individual Learning Differences:****OAR 584-400-0465 (4)*Candidates demonstrate the ability to understand how disabilities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for children with delays or disabilities. | Courses | Assessments |  Clinical Practices   |
| ***Standard 2: Learning Environments****:OAR 584-400-0465 (5)*Candidates demonstrate the ability to create safe, inclusive, culturally responsive learning environments so that children with delays or disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination and families achieve improved quality of life, including knowing their rights and how to support their child and family. | Courses | Assessments | Clinical Practices |
| ***Standard 3: Content Knowledge:*** *OAR 584-400-0465 (6)*Candidates demonstrate the ability to use knowledge of general and specialized content to individualize learning for children with delays or disabilities. | Courses | Assessments |  Clinical Practices   |
| ***Standard 4: Assessment:*** *OAR 584-400-0465 (7)*Candidates demonstrate the ability to use multiple methods of assessment and data sources in making educational decisions. | Courses | Assessments |  Clinical Practices   |
| ***Standard 5: Instructional Planning and Strategies:*** *OAR 584-400-0465 (8)*Candidates demonstrate the ability to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of children with and without disabilities. | Courses | Assessments | Clinical Practices |
| ***Standard 6: Professional Learning and Ethical Practice:*** *OAR 584-400-0465 (9)*Candidates demonstrate the ability to use foundational knowledge of the field and their professional, ethical principles and practice standards to inform their early intervention and inclusive early childhood education practice, to engage in life-long learning, and to advance the profession. | Courses | Assessments |  Clinical Practices   |
| ***Standard 7: Collaboration:*** *OAR 584-400-0465 (10)*Candidates demonstrate the ability to collaborate with families, caregivers, educators, program providers, related service providers and personnel from state and community agencies in culturally responsive ways to address the needs of children with delays or disabilities. |  |  |  |
| ***Standard 8: Special Education Law:*** *OAR 584-400-0465 (11)*Candidates demonstrate the ability to interpret, apply and explain special education law to families, care givers, and program partners and for the benefit of the child with delays or disabilities. |  |  |  |
| ***Standard 9: Transitions:*** *OAR 584-400-0465 (12)*Candidates demonstrate the ability to understand and can facilitate the effective transition of children at key points in their development and education pathways. Effective transition includes sending and receiving programs exchange information during, and after transition about practices that will support the child and family’s successful adjustment and lead to positive outcomes. |  |  |  |