

**DEPARTMENT OF EDUCATION
PROFESSIONAL STANDARDS BOARD**

Statutory Authority: 14 Delaware Code, Section 122(d) (14 **Del.C.** §122(d))
14 **DE Admin. Code** 360

PROPOSED

Education Impact Analysis Pursuant To 14 Del.C. Section 122(d)

360 Certification Early Childhood Special Education Teacher

A. Type of Regulatory Action Required

Repeal

B. Synopsis of Subject Matter of the Regulation

The Professional Standards Board in cooperation and collaboration with the Department of Education seeks the approval of the State Board of Education to repeal 14 **Del.C.** §360 Certification Early Childhood Teacher Special Education. This regulation has been replaced by 14 **Del.C.** §1570 Standard Certificate Early Childhood Teacher Special Education, Birth to Grade 2.

Persons wishing to present their views regarding this matter may do so in writing by the close of business on January 27, 2007 to Mr. Charlie Michels, Executive Director, Delaware Professional Standards Board, The Townsend Building, 401 Federal Street, Dover, Delaware 19901. Copies of this regulation are available from the above address or may be viewed at the Professional Standards Board Business Office.

C. Impact Criteria

1. Will the repeal of the regulations help improve student achievement as measured against state achievement standards? The repealed regulations concern certification for educators, not student achievement.

2. Will the repeal of the regulations help ensure that all students receive an equitable education? The repealed regulations concern certification regulations for educators, not equitable education for students.

3. Will the repeal of the regulations help to ensure that all students' health and safety are adequately protected? The repealed regulations concern certification of educators, not students' health and safety.

4. Will the repeal of the regulations help to ensure that all students' legal rights are respected? The repealed regulations address educator certification, not students' legal rights.

5. Will the repealed regulations preserve the necessary authority and flexibility of decision makers at the local board and school level? The repeal of the regulations will preserve the authority and flexibility of decision makers at the local board and school level.

6. Will the repealed regulations place unnecessary reporting or administrative requirements or mandates upon decision makers at the local board and school levels? The repeal of the regulations will not place unnecessary reporting or administrative requirements or mandates upon decision makers at the local board and school levels.

7. Will decision making authority and accountability for addressing the subject to be regulated be placed in the same entity? The decision-making authority and accountability for addressing the regulations to be repealed rests with the Professional Standards Board, in collaboration and cooperation with the Department of Education, and with the consent of the State Board of Education.

8. Will the repeal of the regulations be consistent with and not an impediment to the implementation of other state educational policies, in particular to state educational policies addressing achievement in the core academic subjects of mathematics, science, language arts and social studies? The repeal of the regulations will be consistent with, and not an impediment to, the implementation of other state educational policies, in particular to state educational policies addressing achievement in the core academic subjects of mathematics, science, language arts and social studies.

9. Is there a less burdensome method for addressing the purpose of the repeal of regulations? The repeal of regulations is designed to reduce the burden placed on school districts.

10. What is the cost to the state and to the local school boards of compliance with the repeal of the

regulations? There will be no cost to the state or to local school boards resulting from the repeal of the regulations.

~~360 Certification Early Childhood Teacher Special Education~~

Effective July 1, 1978

1.0 Standard License

The following shall be required for the Standard License for those teaching young children with disabilities (3 to 6 years of age) who are mildly and moderately disabled.

1.1 Bachelor's degree from an accredited college and,

1.2 Professional Education

1.2.1 ~~Completion of a program in Young Preschool Exceptional Children or,~~

1.2.2 ~~Completion of a teacher education program for Exceptional Children and,~~

1.2.2.1 ~~Three semester hours Preschool Programming for Exceptional Children~~

1.2.2.2 ~~Three semester hours Child Development (unless covered in program)~~

1.2.2.3 ~~Three semester hours Language Development (unless covered in program)~~

1.2.2.4 ~~Limited Standard License issued upon completion of a program for Exceptional~~

~~Children with remaining courses listed above to be completed within three years or,~~

1.2.3 ~~Completion of a teacher education program in Early Childhood and,~~

1.2.3.1 ~~Three semester hours Introduction to Exceptional Children~~

1.2.3.2 ~~Three semester hours Preschool Program for Exceptional Children~~

1.2.3.3 ~~Three semester hours Language Development (unless covered in program)~~

1.2.3.4 ~~Limited Standard License issued upon completion of a program for Early~~

~~Childhood with the remaining courses listed above to be completed within three years or,~~

1.2.4 ~~Completion of a teacher education program in Elementary Education and,~~

1.2.4.1 ~~Three semester hours Introduction to Exceptional Children~~

1.2.4.2 ~~Six semester hours Child Development (unless covered in program)~~

1.2.4.3 ~~Three semester hours Preschool Programming for Exceptional Children~~

1.2.4.4 ~~Three semester hours Assessment of Young Children or Educational Diagnosis of~~

~~Exceptional Children~~

1.2.4.5 ~~Three semester hours Language Development (unless covered in program)~~

1.2.4.6 ~~Three semester hours Student Teaching Preschool Exceptional Children or~~

~~internship in lieu of student teaching~~

1.2.4.7 ~~Limited Standard License issued upon completion of a program in Elementary~~

~~Education and two of the courses listed above with the remaining courses to be completed within three years or,~~

1.2.5 ~~Completion of a teacher education program in Secondary Education and,~~

1.2.5.1 ~~Six semester hours Child Growth and Development~~

1.2.5.2 ~~Three semester hours Language Development~~

1.2.5.3 ~~Three semester hours Introduction to Exceptional Children~~

1.2.5.4 ~~Three semester hours Preschool Programming for Exceptional Children~~

1.2.5.5 ~~Three semester hours Assessment of Young Children or Educational Diagnosis of~~

~~Exceptional Children~~

1.2.5.6 ~~Three semester hours Methods of Teaching Reading~~

1.2.5.7 ~~Three semester hours Methods of Teaching Mathematics~~

1.2.5.8 ~~Three semester hours Behavior Management~~

1.2.5.9 ~~Six semester hours Student Teaching Preschool Exceptional Children or~~

~~internship in lieu of student teaching~~

1.2.5.10 ~~The Limited Standard License may be issued upon completion of a program in~~

~~Secondary Education and four of the first six courses listed above with the remaining courses listed above to be completed within three years.~~

2.0 Present Preschool Exceptional Children Teachers Protected

2.1 Those teachers authorized to teach classes of preschool exceptional children prior to April 20, 1978 on the basis of a standard exceptional children teaching License and who have the recommendation of the local district superintendent shall be authorized to continue in such a teaching assignment in the district where the

assignment was authorized. Authorization to teach in this circumstance does not constitute a License transferable to any other school district.

3.0 Licenses that may be issued for this position include ~~Standard and Limited Standard.~~

10 DE Reg. 1114 (01/01/07)