

Early Childhood Special Education Letter of Approval

According to the [Illinois Administrative Transition Rules: Section 226.810 \(f\) Special Education Teacher Approval](#), the following applies to teachers seeking an early childhood special education letter of approval.

An Early Childhood Special Education letter of approval can only be issued to a teacher holding an early childhood certificate (Type 04) or a teacher holding a special preschool-age 21 certificate with an LBS I endorsement (Type 10). This approval allows these individuals to teach early childhood special education non-categorical for children up to the age of 6. The course of study must address the range of development (**birth through age 5**) and focus on meeting the needs of children with special needs and their families in the home, school, and community. This approval does not expire.

The letters of approval can be issued at the time of entitlement if the institution has an “approved” ECE SPEC ED letter of approval on file at ISBE and the Directory lists the approval.

If your institution is not currently listed as having this approval in the [Directory](#), you may choose to submit coursework that meets the required four areas or coursework that meets one to three of the areas for consideration.

The four areas that must be addressed are as follows:

- f) Beginning January 1, 2002, the State Board shall issue early childhood special education approval to an individual who holds either an early childhood certificate or a special preschool-age 21 certificate with an LBS I endorsement, provided that the individual makes application for such approval on a form supplied by the State Board demonstrating that he or she has successfully completed coursework in all the following areas:
 - 1) **Methods** – Developmentally and individually appropriate methods for fostering the social, emotional, cognitive, communication, adaptive, and motor development and learning of young children with special needs in various settings such as the home, the school, and the community.
 - 2) **Assessment** – Strategies, procedures, and formal and informal instruments for assessing young children’s social, emotional, cognitive, communication, and motor skills; family concerns, priorities, and resources; and school, home, and community learning environments; and methods for conducting formative and summative individual and program evaluation.
 - 3) **Language Development** – Typical and atypical language development in young children; specific language disabilities; the relationship between communication delays and other areas of early learning and development; and alternative communication systems for young children with disabilities.
 - 4) **Family and Community Relationships** – Strategies in developing positive and supportive relationships with families of young children with special needs, including the legal and philosophical basis for family participation; family-centered services; and strategies for working with socially, culturally, and linguistically diverse families. Strategies and models for promoting effective consultation and collaboration with other professionals and agencies within the community.

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Name of Institution:				Date Submitted to ISBE:
<input type="checkbox"/> : Four courses <input type="checkbox"/> : Infused coursework <input type="checkbox"/> : Other (describe)				
Undergraduate Level	Four Areas	Course Prefix and #	Course Title	Semester/Quarter Hours
	Methods			
	Assessment			
	Language Development			
	Family & Community Relationships			
Graduate Level	Four Areas	Course Prefix and #	Course Title	Semester/Quarter Hours
	Methods			
	Assessment			
	Language Development			
	Family & Community Relationships			