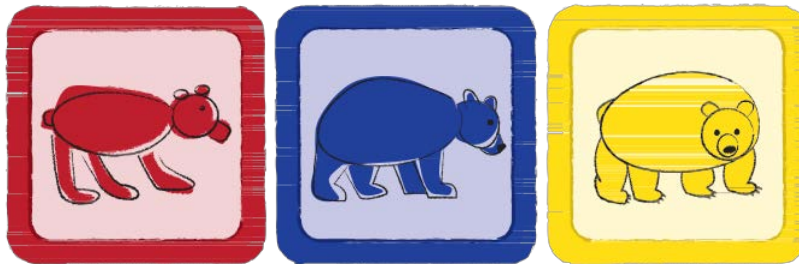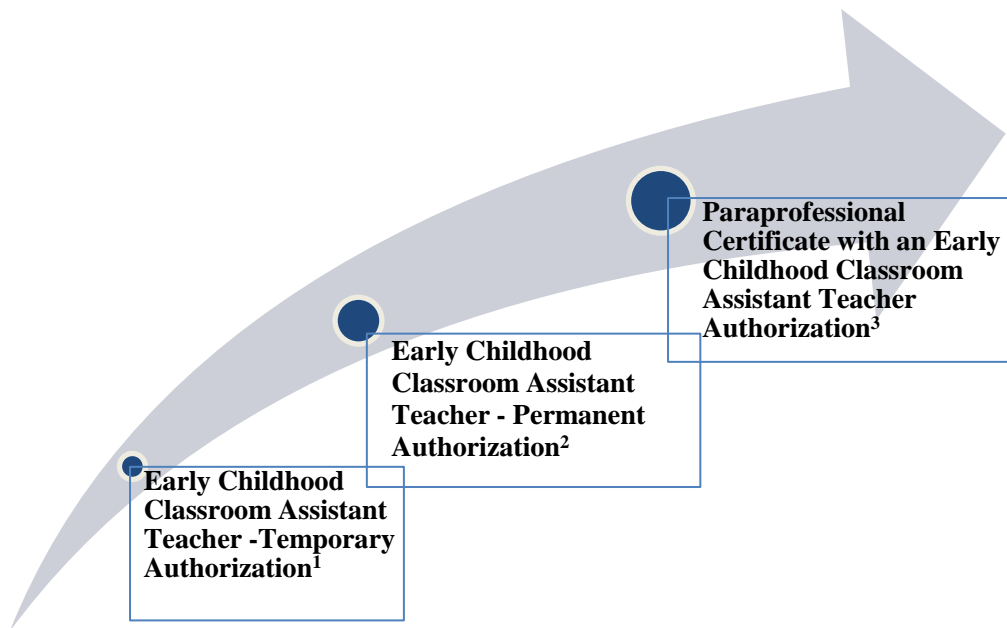**WV e-Learning**

2013-2014

Early Childhood Classroom Assistant Teacher

Requirements for Authorization

Early Childhood Classroom Assistant Teacher -Temporary Authorization[1]

Early Childhood Classroom Assistant Teacher - Permanent Authorization[2]

Paraprofessional Certificate with an Early Childhood Classroom Assistant Teacher Authorization[3]

WEST VIRGINIA EARLY CHILDHOOD CLASSROOM ASSISTANT TEACHERS
WVBE Policy 5202

[1] *Early Childhood Classroom Assistant Teacher – Temporary Authorization*
Applicant who does not possess minimum requirements for the Permanent Authorization requirements. Applicant agrees to enroll and pursue requirements for Permanent Authorization.

[2] *Early Childhood Classroom Assistant Teacher – Permanent Authorization*
Applicant who has completed the minimum requirements for a state-awarded certificate for early childhood classroom assistant teacher that meets or exceeds the requirements for a Child Development Associate (CDA). Equivalences accepted by the West Virginia Department of Education will include the West Virginia Apprenticeship for Child Development Specialists (ACDS) or the WV Learns Early Childhood Online-Learning Series (3 Key Courses).
- Early Childhood Language and Literacy
- Early Childhood Special Needs Inclusion
- Child Development

[3] *Paraprofessional Certificate with Early Childhood Classroom Assistant Teacher Authorization*
Applicant who has completed Paraprofessional Certificate requirements and adds an Early Childhood Classroom Assistant Teacher Authorization.

As per Senate Bill 359 --§18-5-18. Kindergarten Programs.

Beginning July 1, 2014, any person previously employed as an aide in a kindergarten program and who is employed in the same capacity on and after that date and any new person employed in that capacity in a kindergarten program on and after that date shall hold the position of either Early Childhood Classroom Assistant Teacher - Temporary Authorization, Early Childhood Classroom Assistant Teacher - Permanent Authorization or Early Childhood Classroom Assistant Teacher - Paraprofessional Certificate. Any person employed as an aide in a kindergarten program that is eligible for full retirement benefits before July 1, 2020, may remain employed as an aide in that position and may not be required to acquire licensure pursuant to this section.

This change in legislation is a key milestone in West Virginia's commitment to high-quality early childhood education. Research indicates that specialized training in early childhood education leads to an increase in the quality of interactions between the adults and the young learners, which directly results in higher quality experiences and outcomes for young learners. However, with this change many questions have arisen pertaining to when the requirements will take effect, who will be impacted, what the qualifications will be, and how to access the training once the requirements take effect. The following is a quick overview of frequently asked questions pertaining to this component of S.B. 359:

• **When –** This requirement will begin July 1, 2014. WVBE Policy 5202-Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications and WVBE Policy 2525-West Virginia's Universal Access to Early Education System will be revised during the 2013-14 school year in preparation for the July 1, 2014 requirement. Once in effect, assistant teachers will not be required to hold the credential by July 1, 2014, but must be in pursuit of one of the options available for the Early Childhood Classroom Assistant Teacher credential.   *The only exemption to this timeline is for Pre-k assistant teachers working in WV Universal Pre-K classrooms that are collaborative with Head Start, in which the effective date was July 1, 2013.*

• **Who –** any person employed as an aide in a kindergarten program must, by July 1, 2014, be enrolled in a program to complete the requirements of the Permanent Authorization. While the employee is enrolled in coursework and making progress toward completion of the requirements for the Permanent Authorization, he or she will be issued a Temporary Authorization. Upon completion of a program the Permanent Authorization will be awarded. However, any person employed as an aide in a Kindergarten program who is eligible for full retirement benefits before July 1, 2020 may remain employed as an *aide* in *that* position and may not be required to acquire the new authorization.

• **Available Programs of Study-** Attached is an outline of the Early Childhood Classroom Assistant Teacher proposed requirements, as well as the options for courses and/or programs to meet the requirements for those interested in obtaining the new credential beginning July 1, 2014.

• **Paraprofessionals -** For those employees who desire to take additional coursework in early childhood education, they are eligible to pursue an Early Childhood Classroom Assistant Teacher Authorization if employed in a prekindergarten or kindergarten classroom. To obtain the Paraprofessional Certificate, an employee will have to obtain 36 hours of coursework. (The 9 hours of coursework needed for the Early Childhood Classroom Assistant Teacher Authorization will count as part of the 36 hours needed for the Paraprofessional Certificate.) No employee working as an aide in a kindergarten will be required to obtain the full Paraprofessional Certificate. Employees are only required to obtain the Early Childhood Classroom Assistant Teacher Authorization.

Introduction to E-Learning

The *e-Learning* for Educators initiative is the latest effort from the West Virginia Department of Education, West Virginia Public Broadcasting and the United States Department of Education. This initiative provides West Virginia educators with quality professional development opportunities designed to address content knowledge and the skills required to improve student performance.

The *e-Learning* for Educators initiative will help bridge the barriers of time, distance, and inequities for all West Virginia educators and teacher assistants by providing access to web-based professional development opportunities. West Virginia educators are encouraged to take advantage of this opportunity, and explore the tremendous possibilities it offers for the continuation of adult learning and collaboration while addressing the needs of West Virginia students.

Early childhood educators working in West Virginia Universal Pre-K and Kindergarten classrooms will now have the opportunity to participate in e-Learning courses specifically designed for them at no cost. This includes those working in collaborative classrooms in Universal Pre-K. Courses include early childhood language and literacy, early childhood special needs inclusion, and child development.

e-Learning Course Design and Description

Assistant teachers serve a crucial role in the early childhood classroom; their interactions with children through relationships and daily instruction contribute to the overall quality of the program. Findings indicate that more education relating to quality early childhood programming results in adults who are equipped to individualize teaching to suit a child's temperament, learning style, home language and culture and other factors that can be critical in motivating a child to learn. This also results in educators who are well prepared to work with groups of children and help all children acquire pre-reading and math skills, as well as social skills that help them get along with other children; who are responsive to children with learning disabilities and behavior problems; and who are problem solvers when they encounter children facing serious emotional challenges. At the core of high quality early childhood classrooms are the individuals who interact with and instruct young learners. Embrace this opportunity for West Virginia's continued emphasis on providing high quality early childhood education.

Each of the three courses that are needed for the Early Childhood Classroom Assistant Teacher authorization is a 15- week course facilitated by experienced early childhood online instructors. The courses will prepare assistant teachers for the early childhood environment. Each course focuses on pedagogy and techniques, includes online readings, web-based activities, facilitated online discussions, and experience using development tools in the course management system. Participants will engage in an online community of educators with ongoing feedback and support from the instructor who is trained and experienced in effective online curriculum development. Beyond the online course requirements and design, assignments and projects are incorporated to include hands-on activities within the classroom, collaborative work with lead teachers and administrators for observational walkthrough requirements, and reflective practices leading to a culminating portfolio.

Required Observations
Each course requires observations and/or hands on activities with young children. Participants will be required to collect and provide evidence of experiences to their facilitator and/or immediate supervisor (classroom teacher, principal or Program Supervisor).

Portfolio
Participants completing the e-Learning courses will maintain a professional educational portfolio. The portfolio will include a collection of evidence displaying educators' knowledge in each content area. The evidence in the portfolio will be accumulated from the 3 e-Learning courses as well as previous course work and classroom experience.

There will be a drop box for each e-Learning course available for one year after completing each course.

Evidence for portfolios may include, but is not limited to:
> *Philosophy of early childhood*
> *Articles that have impacted educators' learning*
> *Course work activities*
> *Classroom activities*
> *Pictures*
> *Resume*
> *Letters of recommendation*
> *Work goals*
> *Discussion questions and responses*
> *Transcripts*
> *Certificates*
> *Professional Development attended*
> *Work samples*
> *Sample lesson plans*

Additional Course Expectations
A participant's written responses and reflections to the weekly readings and assignments are a major part of the courses. The level of participation required in the weekly Discussion Area will be explained by the course facilitator. Please read the Discussion Guidelines and the Discussion Checklist to discover how the messages that are posted in the Discussion Area will be assessed.

Each participant who successfully completes the course will receive a Certificate of Completion. All participants are expected to complete all assignments in a timely manner including the development of a course project as designated in the course details. Failure to complete assignments for two consecutive weeks may result in the participant being dropped from the course.

Course Descriptions for the 3 Key Courses required for
Early Childhood Classroom Assistant Teachers

Child Development

Orientation

This orientation session should be completed prior to the start of our course. It includes a participant survey; an introduction to the course website; and the opportunities to update your profile, email your facilitator, and introduce yourself to fellow participants as you experiment with the online Discussion Board.

Session One: Introduction to Child Development

Early childhood development refers to many skills and milestones that children typically achieve by the time they reach the age of eight. This session will give a working definition of child development and let educators investigate appropriate practices that impact the caring and teaching of young children.

Session Two: Physical Development in the Early Childhood Years

Physical activity works in coordination with the brain and muscles throughout the body. Educators will learn the influence of the-Learning environment and the importance of intentionally planning for physical movement. This session will focus on the impact of physical activity throughout the day.

Session Three: Social Emotional Development in the Early Childhood Years

Social and emotional milestones are often more difficult to identify than signs of physical development. This session will focus on gaining knowledge in teaching practices that support building positive relationships with children and creating environments that support positive social-emotional behavior.

Session Four: Cognitive Skills in Early Childhood Development

Cognitive development is the progression of abilities in thinking, reasoning problem-solving, judgment, and symbolic thinking. This session will focus on the importance of a child's exploration as the key to learning and how cognitive development is influenced by other developmental factors.

Session Five: Language Development in the Early Childhood Years

Language is essential to every aspect of a child's life. Listening, speaking, reading and

writing are elements of language development in children. This session will help educators gain an understanding of the benefits of a classroom environment that promotes language development and identify strategies to promote communication and language development.

Session Six: School Readiness - An Integrated Approach to Child Development

This session serves as a conclusion to the course and provides educators the opportunity to reflect on early childhood development and an integrated approach to learning.
During Session Six the following items will be completed:
1. Session Six Quiz
2. Course Project (Sessions 1-6)
3. Course Brochure (this may be a brochure, a pamphlet or flyer)

Early Childhood Special Needs Inclusion

Orientation

This orientation session should be completed prior to the start of our course. It includes a participant survey; an introduction to the course website; and the opportunities to update your profile, email your facilitator, and introduce yourself to fellow participants as you experiment with the online Discussion board.

Session One: Laying the Groundwork for Successful Preschool Inclusion

Inclusion in preschool will be examined in this session. A working definition of inclusion will be identified and scenarios in which families and service providers can effectively work together to create and support positive experiences for preschool children with disabilities will be explored.

Session Two: Successful Preschool Inclusion

Participants will use readings and a video to identify aspects of successful inclusion. Participants will explore what is necessary to provide collaborative services to preschoolers with disabilities and their families in early care and education environments.

Session Three: Multidisciplinary Teams Support the Process of Inclusion

Explore how a multidisciplinary team supports the inclusion of preschool-age children who have disabilities within education programs.

Multidisciplinary teams are groups of professionals from diverse disciplines who come together to provide comprehensive assessment and consultation for the needs of children with

special needs. While their primary purpose is to provide strategies to make the education of children in an inclusive setting successful, teams may fulfill a variety of additional functions. They can promote coordination between agencies; provide a "checks and balances" mechanism to ensure that the interests and rights of all concerned parties are addressed; and identify service gaps and breakdowns in coordination or communication between agencies or individuals.

Session Four: The Importance of Family, Service Provider and Community Involvement

During this session participants will investigate the collaboration between families, service providers and other community partners who have the potential foster the growth of a child with a disability in an inclusive environment. Session participants will also consider the influence of a parent's disability on the collaborative process of inclusion.

Session Five: The Individual Education Program (IEP) Process

This session draws upon the experiences of families, service providers, and administrators in preparing for and contributing to Individual Education Program (IEP) meetings and then implementing IEPs. Course participants will also Identify how inclusion can be supported through the IEP process with adaptations and modifications when appropriate.

Session Six: School Readiness - Promoting a Smooth Transition to Kindergarten

West Virginia defines kindergarten readiness as a stage of transition that encompasses the child's various learning experiences and general knowledge, physical well-being, social and emotional development, and familiarity and ease with expressing themselves and understanding language. Children develop holistically and at an individual rate. As a result, children enter school with varied levels of skill and learning experiences. These variances are further impacted by the resources children have access to prior to entering school including home, family and community supports. This course will inform participants on the research and resources available to provide children a successful experience as they move to the next phase of their educational experience.

Creating a Language Rich Environment

Orientation

One of the most important tasks for children in the first five years of life is the development of language. Children enter early care settings with vast differences in vocabulary and oral language development, and early educators can meet this challenge by providing language-rich learning environments. This workshop will provide early childhood educators with an understanding of young children's oral language development and appropriate approaches for

promoting language and emergent literacy in their classrooms. This workshop will focus on effective methods for developing children's vocabulary knowledge through book reading and discussions, and advancing children's language through extended conversations. Additionally, participants will learn to create opportunities for rich discourse and build children's background knowledge. Workshops assignments will invite participants to apply relevant content and plan meaningful, language-rich curricular activities.

Session One: Young Children's Oral Language Development

Oral language plays an important role in early literacy development, laying a solid foundation for emerging reading and writing skills. Research has shown that children's language ability is a strong predictor of later success in learning to read and write. In this session you will learn about young children's oral language development and how language development directly impacts children's literacy development. You will assess the oral language development of a child using a tool called the Teacher Rating of Oral Language and Literacy (TROLL).

Session Two: The Project Approach to Curriculum

Curriculum plays a critical role in fostering language and literacy development in the classroom. When children are engaged in learning about an interesting topic of study, they have purposeful, motivating reasons to talk, read, and write. This session will focus on how teachers can integrate language and literacy opportunities into the pursuit of a topic of study. You will read about how one classroom planned and implemented a curriculum study of hair using the Project Approach. You will reflect on how using this approach to curriculum skillfully integrates meaningful conversations, vocabulary development, book reading, and writing. You will then begin to plan for a project in your own classroom as part of your final workshop project.

Session Three: Supporting Language Development through Meaningful Conversations

One of the most effective ways to support children's language development is to engage in high quality teacher-child conversations. In this session, you will learn about facilitating conversations with children that extend over multiple turns, using more complex language, and building new vocabulary and concepts. Through the readings and video clips, you will learn ways to support extended discourse and various conversational strategies that foster advanced uses of language in a variety of classroom settings.

Session Four: Oral Stories Promote Language Development

Children's language and literacy development benefit greatly from engaging in different types of extended discourse. Oral stories or narratives, especially personal stories, as opposed to ones read in books, can provide children with rich opportunities to listen to and use varied language and vocabulary. Telling personal stories in the classroom also connects children to their peers and teachers in ways that support their social-emotional development. You will read about the

cognitive benefits of oral narratives, particularly its impact on language and literacy development. Using the readings and online resources, you will then develop a plan for modeling and eliciting personal narratives in the classroom.

Session Five: Building Vocabulary through Everyday Activities

Building children's vocabulary skills is one of the most effective ways to support language and literacy development. This session will highlight key strategies teachers can use during daily activities and conversations to expand children's vocabulary. Participants will then plan a lesson for building vocabulary during everyday activities as part of their final project.

Session Six: The Sounds of Language: Developing Children's Phonological Awareness

In this session you will learn about phonological awareness--what it is, how it plays an important role in emergent literacy development, and how teachers can support it in their classroom. The readings will discuss how developing sensitivity to the sounds in language will help children become readers and writers. By viewing a several video clips you will have the opportunity to see how one preschool teacher incorporates phonological awareness activities into her classroom routine. Using this video example and the readings, you will then develop a lesson plan for building phonological awareness in your classroom. You will also complete your final workshop project plan.

WV Early Childhood Assistant Teacher Authorization

CDA Areas of Emphasis Alignment

Key Requirements for Course Completion

CDA Content Area	Creating a Language Rich Environment	Early Childhood Special Needs Inclusion	Child Development	Hours to Complete
Planning a safe, healthy environment to invite learning		**Session 1:** A1 **Session 2:** R2, R3, A3, 📄**A4** **Session 5:** A3, 📄**A4**	**Session 1:** R2, R4 📄**A1**, 📄**A2**, 📄**A3**, 📄**A4**, 📄**A5** **Session 2:** 📄**A8** **Session 3:** R1, 📄**A8** **Session 5:** R4	
Steps to advance children's physical and intellectual development	**Session One:** R1,2 **Session Two:** R1, RO3, A1,2 **Session Three:** R1 A2,3 *D **Session Four:** R1,2 A1,2 **Session Five:** R1,2 A1,2,*3 **Session 6:** R1,2 A 1,*2,3,4 D	**Session 5:** R4, 📄**A4** **Session 6:** R1	**Session 2:** R1, R2, R3, R4 A1, A2, 📄**D1** **Session 4:** R1, R2, R3, 📄**A1**, 📄**A2**, D1	
Strategies to establish productive relationships with families	**Session One:** R3,D **Session Two:** *A2 **Session 3:** R1,2 **Session 5:** R1 **Session 6**: R1,*A3	**Session 1:** R3, A1, D1 **Session 2:** R2 **Session 3:** R Set 4 **Session 4:** R1, R2, R3, 📄 **A2**, D1 **Session 6:** R3, R4	**Session 3:** R4 **Session 5:** R3 **Session 6:** R1, 📄**D1**	

CDA Content Area	Creating a Language Rich Environment	Early Childhood Special Needs Inclusion	Child Development	Hours to Complete
Strategies to manage an effective program operation	**Session One:** R1,D **Session Two:** RO3 **Session 3:** R1 A1	**Session 1:** R1, R2, R3 **Session 2:** R2, A1, 📄**A4**, D1 **Session 3:** R Set 1, 3, 4, A1, A2, A3 **Session 4:** R4, A3, 📄**A4**, D1 **Session 6:** A2, A3	**Session 1:** R2 **Session 5:** R1, 📄**D1** **Session 6:** R2, 📄**A1**, 📄**A2**	
Maintain a commitment to professionalism	**Orientation Session One:** R3,D **Session 6:** *A3,A4	**Session :** Orientation **Session 1:** A1, 📄**A3** **Session 3:** R Set 3	**Session 1:** R1, R2, D1 **Session 5:** R3, R4, 📄**D1** **Session 6:** R2, A1, A2	
Observing and recording children's behavior	**Session One:** R1,3 A1,2 D **Session Two:** RO3, A1 **Session Three:** A1,*D **Session Four:** R1,2 **Session Five**: A3,*A3 **Session Six**: R1 A1,3*A3,4 D	**Session 5:** A2, 📄 **A4** **Session 6:** R1	**Session 1:** R3, R4, D1 **Sesson2:** 📄**A2**, 📄**A3**, D1 **Session 3:** R1, R2, R3, 📄 **A1**, 📄 **A2**, 📄**A3**, D1 **Session 5:** 📄**A1**, 📄**A2**	

CDA Content Area	Creating a Language Rich Environment	Early Childhood Special Needs Inclusion	Child Development	Hours to Complete
Principles of child development and learning	**Session One:** R1 A1,2 **Session Two:** RO3 A1 **Session Three:** R 1,2 **Session Four:** R1,2 **Session Five:** R1,2 A1 **Session Six:** R1,2 *A3, A4 D	**Session 5:** R4, 📄 **A4** **Session 6:** R1	**Session 1:** R1, R2, R3, D1 **Session 4:** R1, R2, R3, 📄**A1**, 📄**A2**, D1 **Session 5:** R1, R2, R3, R4, R5 **Session 6:** R1, R2, 📄**A1**, 📄**A2**, D1	
Positive ways to support children's social and emotional development	**Session Two:** R1, RO3 A1 **Session Three:** R1,2 **Session Four:** R1,2 **Session Five:** A2,*A3 **Session Six:** R1 *A3, A4 D	**Session 2:** R2 **Session 5:** R4, 📄**A2**, 📄**A4**	**Session 2:** R2 **Session 3:** R1, R2, R3, R4, 📄**A1**, 📄**A2**, 📄**A3**, D1 **Session 5:** R4	
Total Hours	**45 Hours**	**45 Hours**	**45 Hours**	**135 Hours**

- 🔵 **Observation requirement in each course to be completed by course participant and signed by classroom teacher or immediate supervisor**
- 🔵 **Exit Interview at the end of each course**
- 🔵 **Professional Portfolio – A collection of activities & discussions throughout each course to be collected as evidence by course participant**
- 🔵 **480 hours minimum of hands on experience with preschool or kindergarten**

Key:
📄 = Suggestion for Portfolio
R = Reading
OR = Optional Reading
A = Activity
D = Discussion