

**Voluntary Prekindergarten (VPK) Education  
Instructor Credentials  
Bachelor's Degrees and Related Certification Coverages/Teacher Competencies and Skills**

<b>Current Bachelor's Degrees</b>	<b>Certification</b>	<b>Teacher Competencies and Skills<sup>1</sup></b>
Early Childhood Education/Preschool Education (Birth through Age 4)	Preschool Education	<ol style="list-style-type: none"> <li>1. Knowledge of child development from conception to age 8</li> <li>2. Knowledge of early childhood foundations, standards, professional practices, and professional development.</li> <li>3. Knowledge of contemporary research, trends, and issues in early childhood.</li> <li>4. Knowledge of cultural and linguistic diversity.</li> <li>5. Knowledge of issues and strategies for engaging families and communities.</li> <li>6. Knowledge of curriculum and developmentally appropriate instructional practices.</li> <li>7. Knowledge of child guidance and positive behavior support.</li> <li>8. Knowledge of children and families requiring special services.</li> <li>9. Knowledge of screening, assessment, and evaluation.</li> <li>10. Knowledge of safety and emotional, mental, and physical health.</li> </ol>
Early Childhood Education/Prekindergarten-Primary Education (Age 3 through Grade 3)	Prekindergarten/Primary PK-3	<ol style="list-style-type: none"> <li>1. Knowledge of child growth and development.</li> <li>2. Knowledge of foundations.</li> <li>3. Knowledge of research, standards, and trends.</li> <li>4. Knowledge of effective practices.</li> <li>5. Knowledge of issues and strategies for family and community involvement.</li> <li>6. Knowledge of developmentally appropriate curriculum.</li> <li>7. Knowledge of the diverse needs of all children and their families.</li> <li>8. Knowledge of diagnosis, assessment, and evaluation.</li> <li>9. Knowledge of child guidance and classroom behavioral management.</li> </ol>

<b>Current Bachelor's Degrees</b>	<b>Certification</b>	<b>Teacher Competencies and Skills<sup>1</sup></b>
Family and Consumer Sciences Education and Home Economics	Family and Consumer Sciences Education (Home Economics Standards)	<ol style="list-style-type: none"> <li>1. Knowledge of families.</li> <li>2. Knowledge of personality development.</li> <li>3. Knowledge of decision making and problem solving.</li> <li>4. Knowledge of marriage.</li> <li>5. Knowledge of preparation for parenthood.</li> <li>6. Knowledge of prenatal care, fetal development, and childbirth.</li> <li>7. Knowledge of social, emotional, physical, and intellectual development.</li> <li>8. Knowledge of parenting.</li> <li>9. Knowledge of stress and crises.</li> <li>10. Knowledge of clothing selection.</li> <li>11. Knowledge of clothing, textiles, and technology.</li> <li>12. Knowledge of the American economic system.</li> <li>13. Knowledge of money and resource management.</li> <li>14. Knowledge of consumerism.</li> <li>15. Knowledge of factors affecting housing selection.</li> <li>16. Knowledge of home design features.</li> <li>17. Knowledge of meal planning and service.</li> <li>18. Knowledge of principles of food selection, safety, and storage.</li> </ol>
Elementary Education – if the prekindergarten instructor has been certified to teach children from any age from birth through 6 <sup>th</sup> grade, regardless of whether the instructor's educator certificate is current, and if the instructor is not ineligible to teach in a public school because his or her educator certificate is suspended or revoked.	Kindergarten – Grade 6	<ol style="list-style-type: none"> <li>1. Knowledge of emergent literacy.</li> <li>2. Knowledge of reading.</li> <li>3. Knowledge of the process of constructing meaning from a variety of texts.</li> <li>4. Knowledge of literature.</li> <li>5. Knowledge of writing.</li> <li>6. Knowledge and use of literacy assessment.</li> <li>7. Knowledge of number sense, concepts, and operations.</li> <li>8. Knowledge of measurement.</li> <li>9. Knowledge of geometry and spatial sense.</li> <li>10. Knowledge of algebraic thinking.</li> <li>11. Knowledge of data analysis and probability.</li> <li>12. Knowledge of instruction and assessment.</li> <li>13. Knowledge of time, continuity, and change (history).</li> <li>14. Knowledge of people, places, and environment (geography).</li> </ol>

<b>Current Bachelor's Degrees</b>	<b>Certification</b>	<b>Teacher Competencies and Skills<sup>1</sup></b>
Elementary Education (continued)		<ul style="list-style-type: none"> <li>15. Knowledge of government and the citizen (government and civics).</li> <li>16. Knowledge of production, distribution, and consumption (economics).</li> <li>17. Knowledge of instruction and assessment of the social sciences.</li> <li>18. Knowledge of the nature of matter.</li> <li>19. Knowledge of forces, motion, and energy.</li> <li>20. Knowledge of processes that shape the Earth.</li> <li>21. Knowledge of Earth and space.</li> <li>22. Knowledge of the processes of life.</li> <li>23. Knowledge of how living things interact with the environment.</li> <li>24. Knowledge of the nature and history of science.</li> <li>25. Knowledge of the relationship of science and technology.</li> <li>26. Knowledge of technology processes and applications.</li> <li>27. Knowledge of skills and techniques in music and visual arts.</li> <li>28. Knowledge of creation and communication in music and visual arts.</li> <li>29. Knowledge of cultural and historical connections in music and visual arts.</li> <li>30. Knowledge of aesthetic and critical analysis of music and visual arts.</li> <li>31. Knowledge of appropriate assessment strategies in music and visual arts.</li> <li>32. Knowledge of personal health and wellness.</li> <li>33. Knowledge of physical, social, and emotional growth and development.</li> <li>34. Knowledge of community health and safety issues.</li> <li>35. Knowledge of subject content and appropriate curriculum design.</li> </ul>

<b>Proposed Bachelor's (or Higher) Degrees</b>	<b>Certification</b>	<b>Teacher Competencies and Skills<sup>1</sup></b>
Exceptional Student Education; Special Education; Mental Disabilities; Specific Learning Disabilities Physically Impaired Varying Exceptionalities Emotional Disabilities	Exceptional Student Education K-12	<ol style="list-style-type: none"> <li>1. Knowledge of foundations of exceptional student education.</li> <li>2. Knowledge of assessment and evaluation.</li> <li>3. Knowledge of instructional practices in exceptional student education.</li> <li>4. Knowledge of assessing, designing, and implementing positive behavioral supports.</li> <li>5. Knowledge of language development and communication skills.</li> <li>6. Knowledge of skills related to teaching interpersonal interactions and participation.</li> <li>7. Knowledge of the transition process.</li> </ol>
Visually Impaired	Visually Impaired K-12	<ol style="list-style-type: none"> <li>1. Knowledge of developmental growth patterns.</li> <li>2. Knowledge of assessment, evaluation, and diagnostic procedures.</li> <li>3. Ability to select, design, and modify curriculum.</li> <li>4. Knowledge of specialized media devices.</li> <li>5. Knowledge of instructional strategies.</li> <li>6. Knowledge of materials, sources, and basic principles for selection of instructional design.</li> <li>7. Knowledge of interdisciplinary approaches.</li> <li>8. Knowledge of local, state, and national legislation, policy, and resources to assist in the delivery of services.</li> <li>9. Knowledge of the changing roles and functions of the teaching profession.</li> <li>10. Knowledge of medical aspects of visual impairments.</li> <li>11. Knowledge of general exceptional student education.</li> </ol>
Hearing Impaired	Hearing Impaired K-12	<ol style="list-style-type: none"> <li>1. Knowledge of philosophical, historical, and legal foundations and their impact on the education of students who are deaf or hard of hearing.</li> <li>2. Knowledge of the auditory mechanism and hearing loss and its impact upon communication and learning.</li> <li>3. Knowledge of language development and methods of communication for students who are deaf and hard of hearing.</li> <li>4. Ability to comprehend signing.</li> <li>5. Knowledge of the psychosocial aspects of students who are deaf or hard of hearing.</li> </ol>

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Hearing Impaired (continued)		<ol style="list-style-type: none"> <li>6. Knowledge of deaf and family cultures and their impact on students who are deaf or hard of hearing.</li> <li>7. Knowledge of service delivery models for students who are deaf or hard of hearing.</li> <li>8. Knowledge of the design, development, and implementation of an Individualized Education Plan (IEP), an Individualized Family Service Plan (IFSP), and an Individual Transition Plan (ITP).</li> <li>9. Knowledge of assessments appropriate for students who are deaf or hard of hearing.</li> <li>10. Knowledge of instructional strategies and modifications for students who are deaf or hard of hearing.</li> <li>11. Knowledge of unique technologies, media, and resources for students who are deaf or hard of hearing.</li> <li>12. Knowledge of content design and requirements for general education.</li> <li>13. Knowledge of professional communication, advocacy, and collaboration to meet the needs of students who are deaf or hard of hearing.</li> </ol>
Speech-Language Pathology	Speech-Language Impaired K-12	<ol style="list-style-type: none"> <li>1. Knowledge of basic communication processes.</li> <li>2. Knowledge of etiology, prevalence, incidence, and types of communications disorders.</li> <li>3. Knowledge of the principles of evaluation and assessment in infants, children, and youth.</li> <li>4. Knowledge of intervention techniques in infants, children, and youth.</li> <li>5. Knowledge of professional and legal issues.</li> <li>6. Knowledge of research, theory, and practice.</li> </ol>

<sup>1</sup> *Competencies and Skills Required for Teacher Certification in Florida, Tenth Edition* The subject area competencies and skills are in addition to the Professional Education competencies in assessment, communications, continuous improvement, critical thinking, diversity, ethics, human development and learning, subject matter, learning environment, planning, role of the teacher, technology, education foundations, and ESOL; and General Knowledge in English language skills, mathematics, and reading. Rule 6A-5.066, Florida Administrative Code (*Approval of Preservice Teacher Preparation Programs*), provides that preservice teacher education programs in designated areas may be approved only in areas and levels for which state certification coverage is available, and components of each approved program shall include curricular offerings designed to enable program participants, at a minimum, to demonstrate the subject area competencies in the *Competencies and Skills Required for Teacher Certification in Florida*.